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ABSTRACT

This special issue of "Per Linguam" is entirely devoted to a study of language training in industry in the Cape Town metropolitan area of South Africa that examined the need for language instruction from both the management's and workers' points of view. Data were obtained from a literature review, a mail survey, and individual interviews. The final report includes an introduction and overview of the situation, a survey of the literature on the effects of language training on labor relations and productivity, the findings of an opinion survey of personnel managers, a report of survey interviews held with personnel managers, a report of survey interviews with black unskilled and semi-skilled workers in the area, and a summary of findings and recommendations. The findings concern: (1) the need for industrial language training and its effectiveness; (2) foreman/supervisor communication problems; (3) black workers' communication problems; (4) the contribution of language instruction to black worker promotion and elimination of communication problems; and (5) the correlation of management's and workers' opinions. Recommendations concern: (1) the need for language teaching; (2) improvement of instruction; (3) language course criteria; (4) language training as an integral part of an overall training program; (5) government recognition of and aid for language training; and (6) the role of postsecondary institutions. Further research needs are discussed. (MSE)

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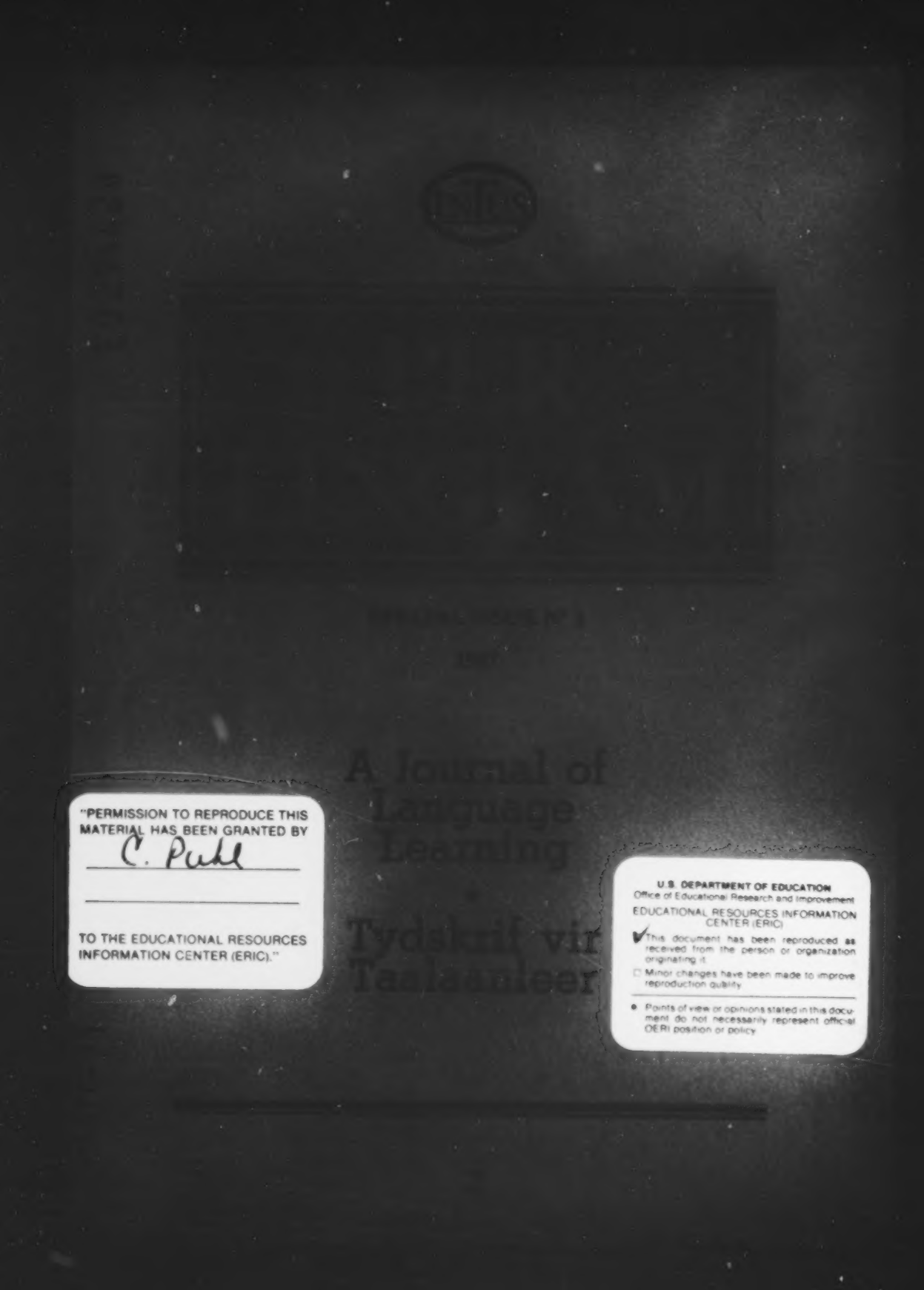

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PER LINGUAM

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PER LINGUAM

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Editorial

Like most countries in Africa, South Africa is a multilingual society. Of the 24 languages spoken in South Africa, 11 have national or regional status: Afrikaans, English and nine African languages. This multilingual situation gives rise to serious communication problems in the labour situation.

According to the 1980 census nearly 25% of the slightly more than eight million economically active people can communicate only in an African language, while about 33% can communicate only in Afrikaans and/or English. These two groups cannot communicate directly with each other, since linguistically speaking there is an absolute communication barrier between them. Communication between these two groups depends on others who know both an African language and Afrikaans/English. In 1980 those who could communicate both ways comprised 42% of the total work force; without this middle group communication would be well-nigh impossible.

Clearly, any activity aimed at stimulating the growth of this middle group should be encouraged and promoted. This is exactly what Gxilishe and van der Vyver's report on **Language training in industry** does, and it is hoped that this study will receive the attention it deserves. The findings and recommendations of this important report merit attentive consideration by government departments, by commerce and industry, and by developers of language courses.

The research covered industries in the Cape Peninsula and adjoining districts (Area 39) where the main languages are Afrikaans, English and Xhosa. Most of the language problems highlighted in the report and the recommendations offered are applicable to similar multilingual labour situations elsewhere.

The findings are based on a survey of the literature, a questionnaire posted to a sample of 120 industries, interviews with the personnel management of 16 of these industries, and interviews with a sample of 56 black workers.

The results are clearly presented and critically discussed. The study concludes with a useful and concise summary of the findings and recommendations. The recommendations cover the following areas:

- The need for industrial language training
- Improvement of language teaching
- Criteria for language courses
- Language training as part of a broader programme
- Official recognition of language courses
- State aid for language teaching programmes
- The role of technikons and universities
- A modus operandi for the development of industrial language courses.

Many of the findings and recommendations of this INTUS project tie in with and underline the results of the other research projects in the HSRC's research programme **Language in the labour situation in South Africa** of which it is an integral part. Another project in this programme takes a different view. In his report **A sociolinguistic model for the analysis of communication and communication problems in industry** T.G. Reagan (1986:116) comes to the conclusion that:

> "in both of the factories which were studied language was not one of the principal barriers to communication, despite highly diverse workforces in both factories. Nor did environmental

> barriers to communication (such as noise) seem to present special problems. Rather human barriers (notably, individual attitudes and behaviours) . . . appeared to cause the greatest communication problems in the workplace".

This conclusion should not be seen as contradictory, but rather as complementary to the valuable work done by Gxilishe and van der Vyver. These two reports reinforce each other within a wider context. On the one hand Gxilishe and van der Vyver's report emphasises that there are language issues which ought to receive appropriate attention, while Reagan's study, on the other hand, demonstrates that language per se is not the only or even the most important aspect of the communication problem. Perhaps the essence of the problem is best summarized in St Paul's well-known words: *Though I speak with the tongues of men and of angels, and have not charity, I am become as sounding brass, or a tinkling cymbal.*

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The Editor
PER LINGUAM
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Language training in industry with special reference to the Cape Town metropolitan area (Area 39)

D.S. Gxilishe
D.H. van der Vyver

FOREWORD

The essential requirement of an organisation is to have workers with the necessary skills for running it profitably. On the other hand, the needs of the employee are primarily those of self-actualisation and self-development (Baucom 1980:27). These are not conflicting needs but reinforce each other. (An individual will only learn something effectively for the benefit of the organisation if it satisfies one or more of his needs.) One need which is necessary for the well-being and development of the organisation as well as the employee is the ability to communicate by means of language. To become a member of the workforce is to become a member of a speech community; mastering the appropriate language is a crucial part of mastering a job and of fitting into an organisation.

The supervisor plays an important role in effecting this process of communication as the supervising level is the true industrial interface. The supervisor/foreman in the RSA is the vital communication link between a predominantly white management and a predominantly black labour force, between a predominantly first-world culture and economy and a predominantly third-world culture and economy. It is at this level that there appears to be a direct causal link between language fluency on the one hand and productivity and healthy industrial relations on the other hand. Thus a competent foreman/supervisor, able to communicate effectively both with the black workforce and with white management, is an asset not to be underestimated.

The language of management in industry in the RSA is predominantly English or Afrikaans, but most black people speak Zulu, Xhosa, Sotho, and other black languages. This means workers and supervisors cannot communicate easily.

With this in mind, researchers at the Institute for Language Teaching of the University of Stellenbosch set out to establish the nature and extent of the need for language training in a limited geographical area (namely the Cape Town metropolitan area, or Area 39), both from the management's point of view as well as that of a limited number of workers.

The main aim of this study was to bring the most important research findings to the attention of specific institutions as well as to the attention of the general public so that language teaching, communication, productivity and human relations in the RSA could be improved.

The research resulted in five reports:

- A survey of the literature on the effect of language training on labour relations and productivity in industry (hereafter referred to as the literature survey)
- A report on the opinions of personnel managers in Area 39 (hereafter referred to as the postal survey)
- A report on survey interviews held with personnel management in Area 39 (hereafter referred to as the personal interviews with management)
- A report on survey interviews held with a limited number of unskilled/semi-skilled black workers in Area 39 (hereafter referred to as the personal interviews with unskilled/semi-skilled black workers)
- The need for and validity of language courses in industry at worker-foreman level in Area 39 (hereafter referred to as the final report).

The first report, (Chapter One in this publication), appeared in INTUS NEWS 7(2), 1983, and is republished here in revised and abbreviated form with permission of the editor of the journal. The next three reports are published as Chapters Two, Three and Four.

The final report (Chapter Five) largely provides the reader with a summary of the findings and recommendations of Chapters One, Two, Three and Four. A few recommendations based on discussions and reflections of the researchers are added.

A list of sources appears at the end of Chapter Five. The questionnaire used in the postal survey appears in the Appendix.

The researchers are indebted to the Human Sciences Research Council for generously assisting with the financing of the project. They also gratefully acknowledge the assistance and advice received from Dr. G.K. Schuring of the Institute for Research into Languages and the Arts, HSRC Pretoria, Mr. de W. Schutte, a researcher at the Western Cape Regional Office of the HSRC, Prof. B. Bouwer, Department of Statistics, University of Stellenbosch, Dr. C.J. Groenewald of the Department of Sociology, University of Stellenbosch and various officials of the Western Cape Development Board.

Finally the authors wish to thank Mr. J.T. Engelbrecht for his help in researching the material for, as well as co-authoring, the study **The Effect of Language Training on Labour Relations and Productivity in Industry**.

CONTENTS

Introduction		1
Chapter One		
	A survey of the literature on the effect of language training on labour relations and productivity in industry	3
1	**Background and Aims**	3
1.1	Industrial training and the labour situation in the RSA	3
1.2	Aims of the study	5
1.3	Research procedure	5
2	**Language communication in industry**	5
2.1	At foreman-worker level	5
2.2	Communication in the industrial world in general	9
3	**Specific examples of language communication problems**	10
4	**The necessity for work-oriented vocational language training programmes**	12
4.1	The nature of the language training programme	12
4.2	Course design	13
4.3	Language courses for first-line management	16
4.4	Language courses for the unskilled worker	17
5	**Recommendations**	19
5.1	Industrial training and the labour situation in the RSA	19
5.2	Language communication in industry	19
5.3	Specific examples of language communication problems	19
5.4	The need for work-oriented vocational language programmes	20
Chapter Two		
	A report on the opinions of personnel managers in Area 39	21
1	**Background**	21
2	**Aims of the project**	21
3	**Identification of the area**	21
4	**Procedure followed to determine the survey population**	22
4.1	Mail questionnaires	22
4.2	Non-responses	22
5	**Findings**	23
5.1	The company and work situation as related to language	23
6	**Further analyses**	26
6.1	Language and language-related problems	26
6.2	Attitudes towards language training	28
6.3	Provision for language training	29
6.4	Implementation and solving language problems	29
7	**Summary**	30

Chapter Three

A report on survey interviews held with personnel management in Area 39 31

1 **Background** 31
2 **Aims of the survey** 31
3 **Conclusions** 31
4 **Guidelines for interviews** 32
5 **Methodology** 32
6 **Sampling procedure** 32
7 **Findings** 33
7.1 Language problems 33
7.2 Communication situations 34
7.3 Types of language problems 34
8 **Implications** 34
8.1 Losses 35
9 **Provision for language teaching** 35
9.1 Attitude towards language teaching 35
9.2 Learning of Xhosa by white supervisors 36
9.3 Attempts to solve language problems 36
9.4 Available language course 37
10 **Abstracts** 37
10.1 Responsibility for research, development and language training 37
10.2 Conclusion 37

Chapter Four

A report on survey interviews held with a limited number of black unskilled/semi-skilled workers in Area 39 39

1 **Background** 39
2 **Aim of survey** 39
3 **Methodology** 39
3.1 Sampling procedure 39
3.2 Description of sample covered 40
4 **Guidelines for interviews** 40
5 **Findings** 41
5.1 Communication practices (Q7, Q8,Q27-31) 41
5.2 Language problems experienced (Q5, Q6) 44
5.3 Quality of relationship between worker and supervisor (Q25, Q27-31) 45
5.4 Attitudes to language 45
5.5 Need and action for language training (Q11-Q13, Q19-Q22) 46
5.6 Conclusions 47
5.7 Recommendations for future research 48

Chapter Five

A summary of the findings and recommendations in Chapters One to Four 49

1 **Findings** 49
1.1 Need for industrial language training 49

1.2 Effectiveness of industrial language courses 49
1.3 Foreman/supervisor language communication problems 49
1.4 Black workers' language communication problems 50
1.5 Contribution of language courses to black promotion and elimination of communication breakdowns 50
1.6 Correlation of management's and black workers' opinions 51
2 **Recommendations** 51
2.1 The need for industrial language training 51
2.2 Improvement of language teaching 51
2.3 Criteria for language courses 51
2.4 Language training as part of a whole 52
2.5 Recognition of language courses by government 52
2.6 Government aid for language teaching programmes 52
2.7 The role of technikons and universities 52
2.8 Modus operandi 53
2.9 Future research 54

LIST OF SOURCES 55

APPENDIX

1 **Opinion survey on the need for and validity of language courses for industry at worker and foreman supervisor level** 58

LIST OF FIGURES AND TABLES

FIGURES

1.1 A Communication model 6

TABLES

2.1 Sectors reflected according to response 23
2.2 Sectors reflected according to single and multiple entries 23
2.3 Sector of industry covered by survey 24
2.4 Size of labour force within companies 24
2.5 Approximate percentages of workers' and foremen's home language 25
2.6 Language of instruction used by foremen 26
2.7 Problems and losses incurred by lack of adequate language communication 28
3.1 Sector of industry covered by survey 33
3.2 Organisations with and without problems 33
4.1 Level of skill and duration of employment according to the sector of industry covered by the survey 40
4.2 Level of education of respondents according to the sector of industry 40
4.3 Language used by worker to explain to supervisor according to sector of industry 42
4.3.1 Manufacturing 42
4.3.2 Transport 42
4.3.3 Agriculture 43
4.4 Language used by workers 43
4.5 Language used by supervisors 44
4.6 Language problems experienced according to sector of industry 44

INTRODUCTION

Industrial language training, as it is known and practised in the United Kingdom for instance, is a relatively new concept in South Africa. Industry has been concerned with literacy training for a long time. During the seventies a number of organisations concerned with this type of training gained prominence. They aimed at enabling the learner to read and write in one of the country's two official languages or, to a lesser degree, in his/her mother tongue (Pendlebury 1983).

The South African industry (especially the mining industry) relied to a large extent on the use of Fanakalo for communication between black and white. Little or no attempt was made to improve the black worker's ability to communicate in either English or Afrikaans. Management generally did not bother to learn a black language spoken in a particular region (van der Vyver *et al* 1983).

When the need for blacks to learn an official language and for whites to learn a black one was recognised, courses were designed and presented in a hit-or-miss-way since the concept of a needs analysis and communicative language teaching was relatively unknown. This situation prevailed in language training up until recently (Pendlebury 1983).

Since its inception during the seventies, the Institute for Language Teaching at the University of Stellenbosh (INTUS) has concerned itself with the need for industrial language training and with language teaching for specific purposes (van der Vyver *et al* 1983). A seminal contribution from INTUS, emphasizing the need for language training in industry and the necessity for more effective language teaching in view of South Africa's manpower requirements, was published in 1981 in the Report of the Main Committee of the HSRC Investigation into Education. During the last few years several courses based on needs analyses have been designed (Odendaal 1983; Engelbrecht and Gxilishe 1984).

This investigation into the need for and validity of language courses at the worker-foreman level is a result of a project which INTUS launched in 1983: **Xhosa for Industry**. Since the project was directly connected with the Human Sciences Research Council's programme **Language in the labour situation in South Africa**, discussions between INTUS and the HSRC followed. The investigation was begun in 1983 with financial and other assistance from the HSRC.

This study focuses on communication between management and the unskilled/semi-skilled worker since adequate communication between them is crucial for good labour relations and productivity.

The aims of this project are:

1 To establish what contribution industrial language courses can make towards more effective communication resulting in higher productivity and better industrial relations, with special reference to

1.1 the nature of language communication problems on the part of the foreman-supervisor;

1.2 the nature of language communication problems on the part of the black worker; and

1.3 clear evidence that a language course or language courses can contribute to the creation of training and promotion possibilities, and the elimination of communication breakdown(s);

1.4 the nature of the language course(s) which could help to solve the problems referred to in 1.1 and 1.2;

2 To correlate the opinions of management with those of the black workers concerning the need for industrial language training;

3 To make recommendations to the authorities on language policy for industry in Area 39 concerning

3.1 language courses as an essential, integral component of industrial training;

3.1 language courses as an essential, integral component of industrial training;

3.2 subsidies for such language courses;

3.3 the responsibility for research and development of such language courses for, and on behalf of, industry;

3.4 the findings of needs analyses, constraints analyses and of courseware development.

METHODOLOGY

1 LITERATURE STUDY

1.1 Source material was compiled mainly from publications concerned with foreman-worker relations, issued since 1980.

1.2 Interviews were conducted with a number of senior representatives of major South African industrial concerns. (At the time of the literature survey, and when these interviews took place, the focus had not yet been narrowed down to Area 39.)

1.3 The source materials and minutes of interviews were studied and the first report (Chapter One) was written.

2 POSTAL SURVEY

Mail questionnaires were sent to a representative sample of organisations in Area 39 (see report on postal survey, Chapter Two). This survey formed part of the nation-wide HSRC investigation **Language in the Labour Situation in South Africa.**

3 PERSONAL INTERVIEWS

3.1 Interviews held with personnel management in Area 39

The data in this study was gathered by means of open-ended interviewing, based on a list of fully structured questions. Appointments with randomly selected organisations were made and researchers visited personnel managements of these organisations to conduct personal interviews. Interviews were recorded on a tape recorder (report on personal interviews with management, Chapter Three).

3.2 Interviews held with a limited number of unskilled/semi-skilled black workers in Area 39

This study also involved open-ended and tape recorded interviewing, based on fully structured questions. The questions were asked in Xhosa as the respondents would obviously find it easier to understand and answer questions in their mother tongue. Appointments with randomly selected organisations were made and researchers interviewed a limited number of unskilled/semi-skilled black workers in these organisations, on a one-to-one basis. Answers were analysed and the fourth report (Chapter Four) was compiled.

The study is thus comprehensive since it is based on an extensive literature survey as well as on the views of both management and labourers. A broad spectrum was covered in order to obtain a clear insight into the language problems and needs of both groups concerning labour relations and productivity.

Chapter One
A survey of the literature on the effect of language training on labour relations and productivity in industry

1 BACKGROUND AND AIMS

1.1 Industrial training and the labour situation in the RSA

The general aims of the South African government's new labour policy are the optimum development, utilisation and conservation of the total workforce, irrespective of race, colour, or sex (Swart 1981:45; also compare the White Paper on Part 2 of the Report of the Commission of Inquiry into Labour Legislation, tabled in Parliament on 11.6.1980, also known as the "Wiehahn Report").

The project Manpower 2000 was introduced "to make all South Africa conscious of the fact that manpower is the country's most valuable resource which must be utilised to its fullest potential irrespective of race, colour or sex" (Swart 1981:46).

South Africa, in common with industrialising and developing countries, is confronted with the two major manpower problems: namely, a shortage of skilled manpower in the modern sector of the economy and a surplus of unskilled manpower in both the modern and traditional sectors of the economy (Swart 1981:46).

Projection of future estimates shows that by the turn of the century only 7% of the new recruits into the labour market will be whites (Swart 1981:46). This means that in future SA will have to rely more and more on the contribution of black employees to achieve the required growth in the economy, and to ensure that employment opportunities are available.

"By the year 2000 South Africa would have to create 1000 new jobs every working day to cope with new male entrants to the labour market", the Rand Daily Mail (6.5.81) reported, quoting Dr. Johan van Zyl, Executive Director, Federated Chamber of Industries.

1.1.1 Training is essential

There is is an urgent need for effective training and efficient training methods, because 54% of the blacks in the labour force are still employed as unskilled and manual labourers (Department of Statistics). An imbalance between highly trained and unskilled labour – the main problem in the SA labour market – stresses the need for a greater emphasis on industrial training for black workers, not only at worker level, but also at first-line, middle and top management (Leistner 1977:44-58).

According to the population census for 1970 (1976:379) there were 108,827 economically active blacks in Area 39 whilst in 1980 the number had increased to 179,763 (1985:183). This shows an increase of 66%. It is therefore obvious that there is also an urgent need for industrial language training in Area 39.

The need for effective training becomes even more obvious when one considers that vacancies at the various management levels will eventually have to be filled to a greater extent from the ranks of the black employees. The upward displacement of whites in industry cannot be more than a short-term solution. Promotion of blacks from the lower ranks without purposeful preparatory training would be disastrous for industry since it would be promotion of people who do not have the necessary skills for their new jobs. Training can only be effective

– if the trainer and trainee have a common medium of communication, and

– if the trainee is able to acquire the linguistic skills which he needs to understand spoken or written instructions.

The role of language training as an essential, integral component of industrial training, with special reference to the promotion of communicative skills, has not yet received the attention it warrants in this country.

1.1.2 Language training – an essential component of industrial training

Differentiated language training courses for the industry would obviously enable employer and employee to communicate more effectively. Jupp (1975) advocated that industrial training should include language training as an essential component.

The de Lange Commission, identifying themselves with Jupp (1975), argue in their Report (HSRC 1981:10) that this kind of language training, properly planned, can lead to

– more effective utilisation of manpower and therefore increased productivity;

– the elimination of communication breakdowns and a resultant improvement in labour relations as well as in safety and in the quality of labour;

– dispensing with interpreters;

– greater preparedness for industrial training, and thus fewer constraints on promotion;

– better understanding of communicative and cultural problems, a prerequisite for effective and fair management of an ethnically heterogeneous workforce.

Productivity and growth are not ensured by merely improving industrial relations by whatever means possible, neither by the elimination of discrimination nor by granting equal pay for equal work. The black worker sees job motivation in terms of good wages, good working conditions and job security. He particularly resents the fact that management cannot communicate with him in his language (van der Merwe 1978).

1.1.3 The industrial language training situation in the U.K.

During the fifties and sixties in the UK, many immigrant (unskilled) workers were recruited for repetitive and menial jobs. Job-level restrictions led to cultural clustering on the shop floor causing communication problems, especially at induction level (Fitzgerald 1978:3-5).

Initial attempts at language teaching programmes for the immigrant workforce in Britain were not very successful until an awareness arose of the need to involve management and language specialists in devising programmes to satisfy particular company requirements at all workforce levels. What was required was a way to indicate linguistic competence for particular jobs, e.g. functional tests of communicative performance under authentic work conditions. Functional competence, as assessed by performance, would include the ability to relay information, take instructions, undergo training, as well as the ability to cope with shop-floor language.

The experience of countries like Britain supports the conviction that language communication and appropriate language training in industry deserve serious and systematic attention in the RSA. It is, in fact, disturbingly ironical that in this country with its rich variety of languages and cultures and its tremendous educational and training problems, so little has been done in this regard.

A survey of available literature has shown that the South African workforce can only be effectively and productively involved in our economy to the advantage of the RSA as a whole, if

– language training for communication can be related directly to the needs of industry, and

– the level of literacy among black workers can be raised to a reasonable level (language learning for survival).

Since little information on industrial language training in South Africa could be found, the researchers had to rely heavily on overseas sources.

However, to make the study more relevant to South Africa, interviews were conducted with a few representatives of leading industrial organisations.

1.2 Aims of the study

The aims of this literature survey are

(a) to establish the effect of language communication in industry, specifically at foreman-worker level, on human relations, industrial relations and productivity (Chapter Two);

(b) to give specific examples of major language communication problems in industry, and their effect on labour relations and productivity at foreman-worker level (Chapter Three);

(c) to quantify, where possible, financial losses because of personnel turnover and accidents/incidents as the result of language communication problems (communication breakdowns);

(d) to determine the extent of the need for work-oriented/vocational language training programmes as an essential integral component of industrial training at this level (Chapter Four);

(e) to draw conclusions and make recommendations (Chapter Five).

1.3 Research procedure

(a) Source material, mainly from publications issued during the last five years, and concentrated on the foreman-worker level, was compiled from the catalogue and indexes in the J.S. Gericke Library, University of Stellenbosch, and with the help of the Language Teaching Library of the British Council, London.

(b) Computer searches were conducted to obtain additional bibliographical information from local and overseas data bases.

(c) Interviews were conducted with a few senior representatives of major SA industrial concerns.

(d) The sources and information derived from the interviews were then analysed and summaries were classified according to the aims of this study (1.2).

2 LANGUAGE COMMUNICATION IN INDUSTRY

2.1 At foreman-worker level

The diagram on page 6 illustrates some basic aspects of communication. The focus in this section is on language communication/interaction between the foreman or supervisor and the unskilled and semi-skilled worker.

The diagram highlights some of the factors which influence communication negatively. By implication these would be the first areas to investigate if serious attempts were to be made to improve communication in the worker-foreman relationship.

2.1.1 Factors influencing communication

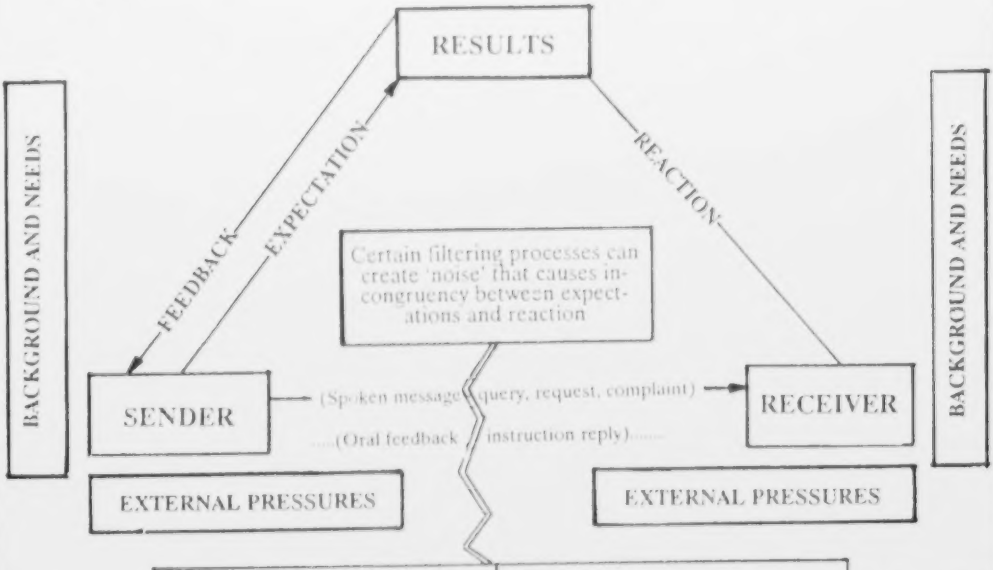
According to Feldberg (1975:91-93) there is a possibility of 'noise' in any form of communication, i.e. the message may be subject to blockage, distortion or filtering. The receiver may not receive the message at all, or he may receive only part of the message. The 'noise' may be due to psychological, physical, and language or cultural causes.

(a) Psychological causes are those factors which create or aggravate stress, tension, uncertainty, feelings of inferiority, frustration, fear, insecurity (Feldberg 1975:90, 92), because of

A COMMUNICATION MODEL

Communication is the sending and the understanding of information from one person to another. The sender communicates either verbally or non-verbally by means of a message (stated or implied) to a receiver who communicates with another message (answer) either stated or implied.

The same words can mean different things to different people in different circumstances. People tend to attach their own connotations to words. The sender/receiver evaluates the validity of the feedback/message in terms of his own expectations, needs and background.



Psychological noise

Stress

Uncertainty

Lack of information

Frustration

The receiver and the sender's personal 'filters' of emotion and defence mechanisms.

(The total message sent often incorporates not only the intended message but also the unintended message.)

Environmental noise

Physical noise in a factory, for example, can make the simplest of messages incomprehensible. A breakdown in communication is even more likely when the message is in the receiver's L_2.

Culture shock

Differences in social and cultural backgrounds cause misunderstandings

The language medium

Lack of common language, an inadequate control of the language being used and hence an inability to formulate thoughts accurately and coherently, are major causes of confusion and misanderstandings.

At foreman-worker level

With acknowledgement to Meyer Feldberg (1975)

- differences in social background, education, values, culture, status and position in the organisation;
- external pressures: the purpose of the message; the nature of the situation; other people on the scene;
- personal 'filters' of emotions, fears, hopes, insecurity, frustration, insecurity on the part of the sender and/or the receiver. If either the receiver or the sender (or both) is inhibited in this way the communication will be less than successful.

According to Sussman (1976:35), the message sent is rarely the message received because each of us has his or her own unique set of attitudes, motivations and perceptual frames.

Two concepts are important here, according to Byrt (1974:325):

- The foreman/supervisor checks for feedback as to how his message has been received and interpreted. This may be achieved in a very practical manner by asking the worker to repeat the message (instruction). He would then examine the reply; ask for more information, and follow up to establish what action has been taken.
- The worker, in turn, needs to know how his response to the message/instruction has been received. He may also observe facial expressions and/or body reactions on the part of the foreman. It is important to note that this body language always accompanies verbal communication and may differ in many respects from culture to culture (Schaaf 1981).

Feedback can help to establish empathy – the ability to put oneself in the other's place. This is only possible to the extent that our images of ourselves and expectations of others are consistent with their expectations of us. To develop empathy a person should seek to know himself and to know other people as they relate to him (Byrt 1974).

In the organisational context this means that there should be recognition for the needs of every worker e.g. hygiene, safety, job security, etc. This recognition should preferably be at top management level and should be a cornerstone of organisational policy in its handling of personnel. Obviously, this empathy will be harder to achieve the more management puts emphasis on productivity and the needs of the organisation at the expense of the workers' needs (Maslow 1954).

According to Cole (1980:49) everybody agrees on the vital importance of communication in management, but it is questionable whether much more than lip-service is paid to this matter in the majority of companies. Apart from the giving and carrying out of instructions (at worker-foreman level) the communications which employees find least interesting, but to which management devotes most time and resources, are on company performance. Communication fails every time the value systems of management and employees are in conflict.

According to Feldberg (1975:96) it is the sender who wants something from the receiver, therefore it is the sender's (e.g. the worker's) responsibility to ensure that

- he selects the right receiver (e.g. his foreman /supervisor who will probably know something about the circumstances, or is the one person who will be able to help);
- he selects the right medium for making himself understood;
- he has the right content in his message (i.e. that the information is relevant and coherent to the receiver);
- the receiver is prepared to accept the message (i.e. that psychological barriers (emotional/ defensive/hostile) have been removed).

If the receiver (e.g. the foreman)

- is able to speak and understand the worker's language reasonably well;

– has some knowledge of, and empathy for, the worker's personal needs as well as for his cultural values,

two of the major causes of confusion and misunderstandings will have been removed.

(b) Physical factors

Physical or environmental noise is part and parcel of the factory/foundry set-up. When a worker nods in reply to a message there is no guarantee that he has understood.

(c) Social factors

Where there is no lingua franca or where the sender has a low level of proficiency in the receiver's language, it can be expected that irritation, frustration, uncertainty and/or insecurity, misunderstandings, and communication breakdowns may result.

(d) Cultural factors

(i) Smith (1978:43) stresses the fact that "many people talk a lot about culture shock, but no-one comes close to describing the complete emotional disruption that accompanies cultural transition".

(ii) In most of the sources dealing with culture shock, lack of understanding of a culture, and lack of acceptance of the differences between cultures, are more often blamed than the lack of a common language, as indicated by these quotes from Smith (1978:44):

"If you understand the culture you can cope with the situations."

". . . the company can reap benefits in both morale and productivity from understanding more about the cultures of their employees."

"Cross-cultural training should be part of all management development, especially in a pluralistic society."

A growing number of consultants offer 'cultural backgrounding', because it is clear that proficiency in the language is not synonymous with proficiency in the culture of that language. Schaaf (1981:86) stresses a point applicable to the situation in SA:

"Many excellent native-like speakers are poorly equipped to convey the subtleties of culture and custom, and many well-educated individuals get lost in regional idioms . . . which is why drafting impromptu translators from the workfloor often has less than happy results for all involved."

Eksteen and Jacobs (1977:27) have this to say about effective communication and understanding, the key to the successful recruiting, training, and motivation of a contented workforce:

"Getting along with other people requires a conscious effort to understand them, and understanding them in turn requires that we know and appreciate their background, customs and culture. Lack of understanding frequently ruins the best-intended efforts by achieving exactly the opposite. Understanding cannot be obtained by simply paying higher wages."

Basically, four kinds of black workers can be identified: homeland workers who live and work in the tribal lands; border area workers who live in the homelands but work in the adjacent industrial areas; migrant and contract workers who work in the urban areas for varying periods of time; workers who live and work in the urban areas permanently.

Jacobs (1977:21) mentions some of what he calls the *Black customs: strange or not at all understood*. He maintains that many are common knowledge, but bear repetition:

Family ties are strong among black people . . . The brothers of one's father are also fathers, and cousins are brothers. These relatives are very real to the black man and not merely to be used as an excuse when asking leave to attend a burial.

Attitude to time and work: Work is a necessity and not a duty. When immediate needs have been satisfied there is no point in continuing to work.

The concept of planning for the future is vague. Arriving on time is unimportant.

An increase in salary does not always lead to higher productivity, because it can be regarded as already earned, or which was due but not forthcoming at the time.

A worker will not admit that he does not understand instructions because he feels that his superior is in a position to make him understand. He will carry out instructions as he understands them.

When asked whether he has understood, the worker will usually say yes for two reasons:

- he literally means that he has heard;
- it is impolite to say 'no'.

There is a great awareness of seniority in the tradition of the black people. Some examples are:

- The senior must greet or speak first.
- When a senior approaches, or enters a room, those of lesser status remain seated to signify their lesser status.
- Looking down when speaking or being spoken to is a mark of respect.
- A worker will usually not defend himself when accused by a superior.
- There is a traditional belief in the power of the ancestral spirits. Relatives who have died should be buried with due ceremony and ritual. If refused leave to attend a burial, a worker may feel bound to resign in order to fulfil his commitment (Eksteen and Jacobs 1977:22).

It should be obvious that the majority of black industrial workers are no longer entirely rural. The process of change is dynamic and blacks should therefore not be seen as a homogeneous group. The above examples cannot be applicable to all blacks. A sounder grasp of the effect of the process of industrialisation on these peoples is relevant to any future development in labour relations which can affect the status and responsibilities of blacks in industry.

An empathic inter-personal communication philosophy contends that listeners have an active role in communication processes and that they should show that they are listening by giving good and timely feedback (Byrt 1974).

"Good communication" suggests that authoritarianism does not, and cannot, exist in a healthy organisation (Stull 1975:18).

2.2 Communication in the industrial world in general

There are three main objectives in communicating with employees – informing, influencing and motivating. "Clarity of meaning is impossible without clarity of purpose . . ." (Lesly 1979:6).

To be effective, the supervisor needs guidelines to help him "establish good channels of communication with those persons both high and low in the management hierarchy. I do not believe that there is anything more important for the supervisor to master than the art of communication" (Sanders 1979:34-35).

Rules, regulations, rights and obligations should be clearly explained. Misinterpretations should be foreseen and avoided . . . Care should be exercised in using visual materials because the message can sometimes be totally misunderstood.

The sensible thing "is to equip supervisors and managers with the requisite skills (and background knowledge) to manage a multilingual, multicultural workforce. The impact of this new challenge in

American business . . . will far overshadow (the efforts of) left-behinds in transforming the way we work" (Schaaf 1981:86).

The Argus (June 28, 1978) notes that "Business management should not expect labourers to learn the language of management, but should learn to speak the labourer's language . . ." [The practical reason for this viewpont is that the unskilled labourer will then gain time to learn to do his job through the medium (language) he knows and understands best.]

3 SPECIFIC EXAMPLES OF LANGUAGE COMMUNICATION PROBLEMS

There are many examples of misunderstandings caused by an employee's inability to speak or understand the language spoken on the workfloor. Most are apocryphal, and usually reflect negatively on the worker.

Industrial language training surveys in England (Murray 1977:234), based on data from supervisors, shop stewards and foremen, show that the situation in the unskilled workforce in South Africa is not unique.

On joining the workforce of a factory, a large majority of the unskilled black workers may be unable

- to follow a simple set of instructions,
- to describe a simple process, and
- to repeat a simple message accurately

because they do not know enough English or Afrikaans.

Murray (1979:234) describes some typical results:

- Supervisors in all departments reported loss of time due to the difficulty of communication, especially where operators had to be taken off production to act as interpreters.
- All supervisors reported that considerably more time had to be spent in giving instructions, checking in work, filling operators' batch sheets, dealing with misunderstandings.
- There were considerable difficulties in getting these workers to understand correct safety procedures (dealt with at the induction stage).
- Induction training . . . (was) extremely difficult with non-English speakers.
- Lack of effective communication had caused serious problems (in labour relations).

The HSRC report, *Demography, Education and Manpower*, as quoted by MacSweeny (1983:9), projects that between 1980 and 2000, the working population will increase from 10,5 million to 17,6 million, with 5,8 million of the 7,1 million increase coming from the black population. Of the 7,1 million new jobs, approximately 5,5 million will be in the modern sector, requiring at least basic education and further training.

Dell'Antonio (1982) gives some examples of misunderstandings caused by ineffectively formulated instructions:

Safety

A foreman was sitting inside a concrete mixer repairing it. In pidgin Zulu he told his assistant to switch off the isolator. The assistant switched it on, tumbling the foreman round and round in the mixer, causing the latter serious injury before the machine could be switched off.

Delays

A black driver was given an urgent delivery to take to Hammanskraal in Bophuthatswana. The supervisor, in pidgin Fanagalo, impressed upon him not to deliver to the other factory in Ellisras on

the border of Zimbabwe and South Africa. Hours later the Hammanskraal factory phoned in anger because of no delivery. The company alerted the police thinking the truck had been stolen or that the driver had had an accident. He had simply misunderstood and gone to the Ellistras factory.

Apart from general upset and time wastage, the delivery was then a day late and doubly expensive.

Waste

A gang worker was told to dig up an underground cable by hand. He misunderstood the white's Sotho and dug it up by machine, causing such extensive damage that the cable had to be replaced.

In a similar situation, angered by the black worker's costly misunderstanding, the foreman called him a "stupid kaffir". The black, enraged by the insult, stayed away from work for 3 days.

In a recent work stoppage in a metal factory on the East Rand there was a heated meeting between management and workers. Management issued a statement that employees who were prepared to be re-engaged would start at a minimum rate for their grade.

In translation (either wilfully, or otherwise) the workers were told that those who would not stop striking would not be re-engaged.

The management, unable to check the translation, were naturally aghast at the resulting mass walk-out.

Union/Manager disputes

While the Government is encouraging industry to recognise and deal with officially unrecognised black unions, there is the current dispute between the General Worker's Union (which claims to represent a majority of workers at PE and East London harbours) and the SA Transport Services. SATS refuses to negotiate with GWU.

The recent strike virtually closed down PE harbour for a few days.

While it is impossible in this case to estimate exactly the costs incurred by the lack of proficiency in black languages, it is demonstrable that at all three levels (managerial, union officials and workers) there were completely different versions of the existing situation. Had management been able at least to understand a black language, it would have been in a position to test the accuracy of the message transmitted to the union.

Since union leaders generally agitate for political reasons rather than genuine working oriented reasons, workers are often unaware of the real reason why they are on strike.

Industry is becoming painfully aware of this problem. Ford (SA) solved its problems in negotiating for increased pay for increased productivity only after the intervention of Allan Lukes, former US Consul General in Cape Town, who attended all meetings with an independent trusted interpreter.

Misunderstandings as a result of cultural differences

Murray and Lockett (1979:227), referring to the industrial scene in the UK, point out the following "down-to-earth areas":

> *Holidays:* The Asian worker will expect to return to his homeland from time to time . . . and he should be allowed . . . unpaid leave . . . It may be that he may want to celebrate a religious festival not catered for in the company's holiday list.
>
> *Toilets and Shower Facilities:* The use of the ablution block can often be the cause of misunderstanding and the different customs of a mixed labour force can be a very emotive issue.
>
> *Swearing:* Foundry work-people are never shy when it comes to expressing themselves verbally and use of common swear words can offend the Asian.

Industrial Relations. Immigrant workers tend to join only one union, and the workforce is in danger, in the long run, of polarising into a union for UK workers and one for Asian workers.

The Asian family is closely united, and friends and relations are more likely to support a striking member of the family.

Dell'Antonio (1982) notes a similar inability to understand the newcomer:

In sections of the Cape unskilled blacks are allowed to work on yearly contracts, after which they must return to their homelands, and a new batch of workers be brought in. Blacks from the Ciskei and Transkei are currently being contracted, and many speak neither English nor Afrikaans. Each new batch has to be trained in the basics of their jobs. The training is done by coloured foremen, using pidgin black languages or a translator.

Consequences of misunderstandings

Fitzgerald (1977) suggests that stress is a major cause of the "collapse of communicative capacity". Costly delays frequently occur because it is difficult to establish what went wrong, why, and in what sequence. Very few people will expose their inadequacies voluntarily, and management's first concrete evidence of an operative's inability to understand may not come to light until misuse leads to machinery malfunctioning or below par output.

The Johannesburg daily paper, *Oggendblad*, (21.4.82) points out that SA firms stand to lose millions yearly if the present problem of inter-cultural communication is not tackled immediately and purposefully. Because most South Africans accept the fact that there are cultural differences, they have become impervious to the problem. In the meanwhile this is costing the business world many lost hours, lower productivity, and, obviously, money. Communication problems also cause higher accident figures, more absenteeism, lower motivation and lower productivity. Research undertaken by INTERMAN in one of the larger business concerns shows that more than R1,7 million was lost in one year as a result of industrial accidents caused by language communication breakdowns.

It is therefore obvious that purposeful language training, aimed at eliminating/preventing communication breakdowns, should be high on any firm's priority list. The traditional approach to industrial training is no longer valid.

4 THE NECESSITY FOR WORK-ORIENTED VOCATIONAL LANGUAGE TRAINING PROGRAMMES

4.1 The nature of the language training programme

It is generally agreed these days that "convincing learning results are no longer expected from any one particular method or medium (e.g. the language laboratory), but (rather) from a comprehensive teaching context that meets the needs of the individual learner" (Freudenstein *et al* 1981:3).

The general aims, for example, of the language training department of the 3M Company (with employees totalling 88 000 worldwide) are, according to Martin Locke and Geoffrey Marshall (Freudenstein *et al* 1981:126)

- to support and assist management in defining the language training needs of their employees;
- to offer language training programmes geared to employees' specific needs;
- to provide management and participants with feedback on the progress and effectiveness of the language training programmes;
- to implement special programmes when required;
- to ensure the further development of the language trainers in teaching methodology and company-related business practice.

Muns *et al* (1980:79) report that while the tendency in the past has been to fit people into standard language courses without taking into account the needs of the learners, there is now a growing demand for Special Purpose Language Training (SPLT). The need to define the target group(s) and their needs is obvious. Job-oriented adult learners

- are more pragmatic and intolerant of what they feel to be irrelevant;
- are critical of unauthentic materials;
- are keen to achieve effective communication;
- tend to be less academic;
- have less previous language experience;
- have fixed ideas about how they want to be taught;
- are self-conscious about returning to the classroom.

Crockett (1975) also stresses the fact that an adult in a learning situation

- usually has full-time employment responsibilities as well as family and social pressures;
- wants to put his newly acquired knowledge to work as soon as possible, because he wants immediate results.

4.2 Course design

Freudenstein *et al* (1981:5-7) argue that successful language training lies in short-term courses, clearly defined learning objectives, a direct feedback from live communication (on-the-job) situations.

Sales representatives complained that in their English classes too much emphasis was being placed on formal correctness. They demanded to be taught the skill to express an idea in such a way that the listening partner could understand what was meant (Freudenstein *et al* 1981:11). [The implication is that the emphasis should be on the development of the language skills rather than on facts about the language as a first priority.]

An analysis of the language required on the workfloor, or in the organisation, is essential if the language training programme is to achieve its aims. Relevant needs analyses have been carried out in South Africa among others by Odendaal (1980), Proctor and Botha (1980), and guidelines were formulated by the HSRC (1981).

According to Pendlebury (1983:16) the procedure falls into three stages:

- Who needs what language training, and why?
- How can these needs be met?
- How can the effectiveness of (the language) training be evaluated?

The following ten steps suggested by Pendlebury (1983) are not only a guide for the course designer, but also serve as criteria to help management to evaluate course proposals.

4.2.1 Identification of genuine needs

To ensure a uniquely designed language training programme, it would be necessary "to take into account the needs perception of both management and students (learners) in the context of the organisation and its overall aims" (Pendlebury 1983:17).

This company profile "should also include an analysis of the four interlocking systems which make up any organisation – the strategic, technical, administrative and social systems" (p. 17).

The company's strategic system is concerned with its aims, management techniques and decision-making procedures. The technical system concerns itself with the company's production process – an

invaluable aid for the course designer to pinpoint key terminology and speech functions required by the workers in the various stages of the process.

It is also useful for the course designer to become acquainted with the company's formal channels of communication and the day-to-day routines and administrative system.

The social system provides for the non-formal channels of communication. Course designers cannot afford to discount the social climate of a company because it is this, more than anything else, which sets limits to the ways in which people can speak to one another and be heard (Pendlebury 1983:17).

4.2.2 Occupational analysis

The aim here is "to establish, in specific terms, what language skills trainees require to carry out their duties effectively" (Pendlebury 1983:17).

Once the course designer has a general description for prospective trainees, there are three stages in gleaning more specific language-related information:

- Job specification
- Task analysis
- Faults analysis

4.2.3 Trainee selection

In the pre-programme stage it is important to establish

- the learner's educational background;
- his/her cultural and ethnic (sociolinguistic) background;
- his/her language learning aptitude, language learning experience and level of performance;

all of which can be established by means of a questionnaire.

4.2.4 Course objectives

It is essential to provide criteria not only for the design of the syllabus and materials, but also for final assessment.

4.2.5 Educational strategy – the HOW

Two major points are to be considered

- Teaching methods
- Teaching styles – with the emphasis on the active involvement of the learner

4.2.6 Syllabus design

Content is determined by the objectives developed from the analysis of the occupations and language proficiency of the trainees.

Since the ultimate aim is to enable workers to function more effectively, the syllabus will normally be built on a functional rather than a grammatical basis. Examples of speech functions include asking, reporting, apologising and requesting. The course designer should take into account the full range of speech functions required by the trainees.

Finally, to help trainees develop an awareness of the appropriate use of language in different circumstances, the syllabuses should also include a range of communicative situations (Pendlebury 1983:18).

4.2.7 Material production

The materials are most likely to be effective aids to learning if they are related to the specific work situation of the trainees.

4.2.8 Course implementation

The optimum duration as well as the frequency of training sessions are crucial considerations.

[Other important considerations are the time, place and opportunities for such sessions.]

4.2.9 Assessment and evaluation

Continuous assessment is necessary to motivate trainees and to provide feedback to the trainers. The criteria are, of course, the objectives (statements of what the learner will be able to perform in the language).

Terminal (summative) assessment should establish whether the objectives have been realised. Since the objectives are related to improved job performance, a major part of terminal assessment should take place in the workplace.

4.2.10 Feedback

Feedback should be relayed to four groups of people:

- The trainees
- Company management
- The trainers
- The syllabus and materials designers.

Ogranovitch (1979:31-34) stresses the importance of evaluating the end result. It is essential to know the learner's background, cultural and ethnic characteristics, and previous technical experience, so that objectives and levels of attainment to be achieved can be formulated accurately, to ensure a uniquely designed training programme. It is essential also to determine how the goals are to be measured. If, for example, the learners are to be equipped with, and if they are to gain complete competency in, the necessary kinds of technical language, at least 90% of the learners should attain 70% or better on progress and performance, including a final test battery designed to the client's specifications within the context of the programme.

The training contractor should also build into his programme a quality assurance to satisfy government requirements, and to assure quality training. This should be seen as a measurable component of the entire training programme.

Ogranovitch (1979:34) also strongly recommends

- flexible training times which meet the needs of both trainee and trainer;
- regular revision of technical manuals and teaching materials;
- remedial programmes and refresher courses;
- a trainer-trainee ratio of 1:8;
- communication on a cultural level,

and suggests that costs can be reduced by moving away from a totally "instructor-centred" approach in language training. He believes that audio-visual systems can establish an effective yet economical supplemental means of training. He also sets great store by the reinforcing and developing of the trainees' commands of the target language in the their OJT – On the Job Training.

Furthermore, Munns *et al* (1980:79-80) are convinced that Industrial Language Training (ILT) provides the unique opportunity of demonstrating to industry the relevance and value of education, albeit conducted on their own terms and on their 'home ground', but differing from other industrially based training, further education, or adult education.

There are, however, a few caveats. According to Munns *et al* (1980:81) language training can cause unintentional problems:

(a) The company may not want to invest in training middle-aged or elderly operatives whose knowledge of English is poor. This can cause a problem when the elder's traditional position of seniority is undermined.

(b) Management may wish to run a course for operatives whose English is relatively fluent, to increase ethnic minority employees' chances of moving into grades where they are under-represented.

(c) (Indigenous) employees resent 'job-stealing' by foreign employees and refuse to work with them.

(d) The foreign employees often consider their English adequate (and see no reason why they should attend the course).

(e) Personal and company commitments can clash.

Purposeful planning to counter communication problems commenced when the Pathway Industrial Unit (for language training) carried out its first pilot scheme in 1970, and "by 1974 a joint initiative by the Department of Education gave LEAs (Local Education Authorities) a real incentive to provide in-company language training with 75% of the costs to be met by Section Eleven and Urban Aid Grants".

LEAs, in turn, submitted proposals to establish small specialist units attached to Further Adult Education Centres. The Department of Education is also financing the new National Centre for Industrial Language Training on the Pathway site (Roberts 1975:340). She continues:

The National Centre has three main functions, namely to provide

– an information centre on industrial language training;

– the in-service training of staff;

– the development of teaching/learning materials.

The Centre will offer its services to LEAs and the Industrial Language Training units, and to companies.

For language teachers, the Centre will be a 'lobby' in the sense that it may be a way into functional language training, and also a place where they will draw on and contribute materials.

4.3 Language courses for first-line management

4.3.1 The worker

In countries such as USA, UK, Germany, the immigrant worker (for practical reasons) has to learn the language of the country in which he is working. In South Africa this is also generally the case as far as workers from the homelands are concerned. There is, however, a tendency lately to provide black language courses for foremen/ supervisors who cannot speak these languages. This is being done not only for pragmatic reasons (increased productivity), but also with a view to sound human and labour relations.

The most important man on the workfloor is the foreman/supervisor (Lotz 1977:4). His task, according to the Annual Report of the National Manpower Commission (NMC 1983), is complex and demanding, and makes specific training for his job imperative.

Little is known about the nature of this "specific training", but the notion that the foreman should at least be able to understand and be able to make himself understood in the black language spoken in his geographical area is a sound one and indicates a step in the right direction.

There are obviously problems about which language should be used. On the Witwatersrand, and more particularly on the mines controlled by the Anglo American Corporation, no fewer than 53 dialects of the seven main black languages are spoken by between 250000 and 450000 black workers, according to spokesmen of the Corporation. It would seem easier to teach them English than to devise courses for a multitude of languages.

A lingua franca, Fanakalo/Fanagalo, can obviously not solve all the language problems. Many blacks resent being addressed in this "language", and "a recent, significant change in policy in some mining groups is to replace Fanakalo with English . . . This change is apparently a reaction to changing black attitudes on Fanakalo but with change of language the learning process will undoubtedly be more difficult and prolonged" (Wilkes 1978:26).

4.3.2 The foreman/supervisor

Industrial language training (for the foreman/supervisor) should not be attempted in isolation (O'Brien *et al* 1979:23). It must be part of an overall programme, stressing communication skills, human relations, induction and basic training. Not only must the foreman be a good journeyman; he must also be an educationist of sorts. To achieve all this he should have more than a nodding acquaintance with his target language.

4.4 Language courses for the unskilled worker

The primary need of the company is to have employees with the necessary skills for running the company profitably. The needs of the individual worker are primarily those of self-actualisation and self-development. These needs, according to Baucom (1978:27) and numerous other sources, are not (need not be) conflicting, but are (should be) mutually reinforcing.

Educationists concerned with technical education in the developing countries have noticed a marked degree of correlation between literacy ability and the ability to learn psychomotor skills.

This seems to be a reasonable assumption, because, says Mills (1979:79)

- a literate person is more experienced in methods of communication;
- a literate person has acquired literacy through the exercise of cognitive and psychomotor skills such as are involved in reading and writing;
- a literate person is experienced in learning how to learn.

There has been a steady improvement in the educational level of the economically active population (coloureds and blacks). The percentage of coloured men with Std. 10 or higher rose from 3,1% in 1970 to 6,4% in 1980. The percentage of urban black men with no educational qualifications dropped from 39,9% in 1970 to 25,6% in 1980. There was an even sharper drop in the case of rural blacks (from 64,5% to 48,8%) during the same period (NMC 1983:119-120).

During the year under review, 1981, attention was given to the long-felt need for liaison between organisations that provide training (1983:128). The National Productivity Institute (NPI) took the initiative with the creation of a central training body – the Association of National Industry and Commerce Training Organisations.

But industrial language training is a complicated matter. Freudenstein (1981:147) argues that provision must be made for the use of various methods and materials to fit specific job requirements in order to reach fixed training objectives.

Unfortunately, teaching always has economic consequences, and according to Dede (1980:5) teachers' salaries rise faster than capital costs. There must be a way to achieve effective learning less

expensively. A possible solution is to make more use of technology. Computer-assisted learning is an obvious solution. The instructional/learning modes include

- a tutorial approach (the computer presents simple material, asks questions to determine proper assimilation, and corrects misunderstandings);
- an inquiry approach (the learner asks for a specific fact, the computer responds with appropriate data);
- dialogue (the learner asks a general question, the computer responds with a complex answer);
- explanation/interpretation (the computer presents complex learning material and responds to general questions).

Quality control will have to be rigorous and information will become depersonalised, but this will be a minor consideration if the course is short but effective, i.e. if the learner achieves what the course purports to achieve.

To make the transition to instructional technology as effective as possible

- reliance on technology should be confined to (study) areas in which machines are effective, because the focus is on training rather than on education;
- users should develop an expertise to differentiate between good and poor high-technology products, machines, and 'software'.

4.4.1 Individualised learning

Miller (1979:40) notes as early as 1970 that "modern adult-educational technology is concentrating on inventing techniques for involving adults in ever-deeper processes of self-diagnosis of their own needs for continued learning, in formulating their own objectives for learning, in sharing responsibilities, for designing and carrying out their learning activities, and in evaluating their progress towards their objectives".

Loken (1969:75) is also quite rightly doubtful about the value of traditional (classroom-based) adult education programmes for black workers.

Robertson *et al* (1978) also query the "humanistic approach" to "literacy programmes" currently in vogue in SA (p. 124). The primary goal – to provide the individual (on a voluntary basis) with the ability to perform competently in the community – is rarely achieved. "There is seldom a link between performance in these literacy classes and the man's advancement on his job" (p. 126). [Strictly speaking "literacy" refers to the ability to read and write. (MacSweeney 1983:9).]

Two of the most successful programmes identified in a survey of literacy and numeracy training in the mining industry had these characteristics:

- they were compulsory;
- they were part of a vocational training programme;
- they were closely linked to the demands of a given occupation;
- their goals were clearly defined;
- their instructional objectives were stated concisely as to
  - what had to be learned;
  - how it was to be learned;
  - what standard was required (p. 129).

What is probably most important is that the trainee is rewarded on the successful completion of his course – promotion and an increased pay packet.

5 RECOMMENDATIONS

5.1 Industrial training and the labour situation in the RSA

(a) A thorough investigation into the nature and the extent of the needs for industrial language training should be undertaken by well-qualified language teaching specialists.

(b) Industrial language training should be designed to enable the worker

- to cope with face-to-face interaction;
- to acquire information and skills to negotiate;
- to adjust and adapt to his work situation, and to the industrial scene in general.

If literacy programmes are to help the black/coloured workers to perform competently in the community, such programmes should be

- compulsory and not voluntary;
- part of a vocational programme;
- closely linked to the demands of a given occupation, and
- the trainee should be suitably rewarded.

5.2 Language communication in industry

(a) Industrial language courses should promote the communication skills required for a particular work situation.

(b) Psychological, physical, social and cultural factors which must inevitably distort communication at all levels in industry should receive concentrated attention and should be highlighted in industrial language courses.

(c) foremen/supervisors should be trained in effective communication techniques complementary to industrial language courses.

5.3 Specific examples of language communication problems

(a) Fanakalo as a medium of communication in industry should be phased out in favour of simplified practical courses in one of the official languages.

(b) Interpreters on the workfloor should be trained properly.

Thus, problems foreseen with reference to interpreters could be overcome through training, thereby creating a new job. Training interpreters may be a cost-effective short-term solution for language communication problems.

(c) Positive attempts should be made (but not necessarily explicitly) to promote mutual understanding of each other's cultures. This aspect should be built into industrial language courses.

(d) There is an urgent need for comprehensive and intensive research in connection with the causes of high accident figures, absenteeism, low motivation, and low productivity in industry in the RSA and the role language plays. Such information should be made available for the planning of industrial language courses.

(e) Purposeful language training aimed at minimising communication breakdowns should be high on a firm's priority list.

(f) Industrial language training programmes should be regularly reviewed and up-dated to make them more relevant to the changing industrial scene.

5.4 The need for work-oriented vocational language programmes

(a) Specialised language training programmes for industry should be designed and developed by language teaching specialists. By definition technikons and universities seem to be best equipped to conduct the research. (Teaching experience is a prerequisite for this kind of activity.)

Since technikons and universities are non-profitmaking institutions, industry itself, government departments and agencies such as the HSRC should undertake the financing/subsidising of (i.e. investing in) this kind of research and the development of language programmes under the auspices of a central, co-ordinating body.

Language courses which have been devised by language teaching specialists, and have been approved by government agencies, should qualify for tax concessions.

(b) Such language courses should be planned and implemented in conjunction with labour unions and management. Furthermore, specialised industrial language courses should take into account the specific needs of the target population.

(c) Language training contractors should formulate criteria not only for the design of the SP-LT syllabus and materials, but also for final assessment.

(d) Language training contractors should build a quality assurance into their programmes to satisfy the government's requirement and to assure quality training. This should be seen as a measurable component of the entire training programme.

(e) Language training contractors should implicitly integrate into and emphasize in their courses for foremen /supervisors interpersonal communication skills, equipping them to cope with the culture and customs of the workers under them.

(f) Industrial language training should be part of an overall programme, stressing communication skills, human relations, induction and basic training. In the end, it must contribute in a measurable way to improve job performance, productivity and human relations.

(g) A closer and more functional link should be established between industry and education.

(h) The advantages of technological aids in industrial language teaching should be investigated (e.g. computer-assisted language learning (CALL), audio-visual language teaching).

(i) Participants in industrial language courses should receive special recognition on the successful completion of such courses.

(j) Management should consider ways and means of offering industrial language courses during work time.

Chapter Two
A report on the opinions of personnel managers in Area 39

1 BACKGROUND

It is clear from the previous chapter that language communication is specially significant in the multilingual South African industrial environment. It is widely accepted that language teaching should be an important component of industrial training (Jupp 1975, HSRC 1981 and van der Vyver et al 1983).

There is an obvious need for a clearer view of language communication and language teaching in the South African industrial labour situation. Only then will it be possible e.g. to plan, develop, market, implement and evaluate tailor-made language materials for specific target populations effectively.

A thorough understanding of the significance/implications of tailor-made language courses and subsequent communicative skills may also be beneficial in making appointments, induction training, in-service training, promotions and transfers.

This understanding could contribute towards avoiding accidents, increasing safety and improving industrial relations.

There is at present a very hazy and confusing corpus of information concerning the specific needs for and validity of language courses in the labour situation in the Republic of South Africa. It is the aim of this project to contribute towards a clearer picture in this regard by analysing the responses to questionnaires of a representative sample of personnel managers/trainers in Area 39.

It must be emphasized that all conclusions in this report are based on the views of the above-mentioned managers/trainers only. The conclusions will therefore only be a perspective on the need for and validity of language courses on the foreman-worker level in Area 39.

2 AIMS OF THE PROJECT

This investigation endeavours to provide answers to the following questions regarding Area 39:

(a) What is the nature of language communication problems of the foreman/supervisor?

(b) What is the nature of language communication problems of the worker?

(c) What evidence exists that language courses can make a contribution regarding:

- the improvement of relationships,
- minimising communication gaps?

(d) What is the nature of effective language courses in industry?

(e) In what way(s) can the authorities promote the implementation of effective language courses in industry in the Cape Town metropolitan area.

3 IDENTIFICATION OF THE AREA

The area under investigation, namely Area 39, extends over the following districts:

Simonstown	Bellville	Stellenbosch
Wynberg	Kuilsriver	Paarl
Cape Town	Somerset West	Wellington
Goodwood	Strand	

This area is covered by the following regional offices of the Western Cape Development Board:

Cape Peninsula
Stellenbosch
Paarl

4 PROCEDURE FOLLOWED TO DETERMINE THE SURVEY POPULATION:

(a) Each regional office was asked to submit a list of registered employers and the number of employees employed by each of these employers.

(b) It was decided to include in the survey only employers who had fifty or more registered black employees in their service. These employers numbered 263.

(c) INTUS sent precoded questionnaires (see Appendix 1) to all 263 organisations (i.e. no test sample was taken) in the hope that all would respond. If this had happened, the entire target population could have been used and correct deductions could have been arrived at. 62,36% of the organisations responded and the information did not constitute a representative sample since no well-founded statistical methods could be applied to account for the 164 organisations.

(d) To determine the size of the sample, the responses of the 164 organisations to question 14 in the questionnaire were used.

(e) It was decided to draw a random sample.

(f) Question 14 of the questionnaire was identified as the question which showed most relevance to the project. The ratio of 6/164 was used in order to estimate the proportion of all 263 organisations which would have answered in the affirmative to question 14 (i.e. Pyes (14) = 6/164). This result was used in the statistical formula to determine the sample size which was 120.

(g) The organisations (in alphabetical order) were numbered from 001 to 263. A total of 120 random numbers between 001 and 263 were read off from a table of random numbers. The organisations with numbers corresponding to the acquired 120 3-digit numbers were used as the sample.

4.1 Mail questionnaires

(a) Included in the 120 questionnaires were respondents whose opinions had already been received during the first attempt 4(c). Reminders were therefore sent only to organisations whose questionnaires had not been received by then and who happened to be part of the 120 selected organisations.

(b) Of the 120 questionnaires, 109 were received, a response of 91%.

(c) The 109 questionnaires were then checked and prepared for programming.

4.2 Non-responses

Attempts were made to persuade the remaining 11 respondents to reply. Some claimed to have posted their questionnaires to the Institute, but these were not received. Others were not prepared to respond at all for various reasons, the most frequently stated one being that they were busy.

A breakdown of non-respondents is as follows:

Sector	N	%
Manufacturing	3	27,3
Construction	2	18,2
Retail	1	9,1
Agriculture	2	18,2
Other	3	27,3
Total	11	100,1*

5 FINDINGS

5.1 The company and work situation as related to language

5.1.1 Sectors of industry

In this survey 109 companies were studied. Some of them placed themselves into more than one sector of industry, with the result that 140 responses were counted. The distribution of companies is represented following two criteria. First, the distribution of sectors is reflected according to the total number of responses (N=109) in Table 2.1. Second, the distribution of companies is represented according to the combinations of industrial sectors they reflected in their answers. Companies are therefore classified in single and multiple entries in Table 2.2 From these two tables it is clear that the three largest sectors of industry covered by this study are manufacturing, construction and building. These three sectors are also the three largest sectors in the region covered by the study.

Table 2.1 Sectors reflected according to responses

Sector	N	%
Manufacturing	44	31,4
Mining	1	0,7
Construction	29	20,7
Building	18	12,9
Electricity	2	1,4
Wholesale	8	5,7
Retail	4	2,9
Agriculture	4	2,9
Transport	4	2,9
Other	26	18,6
Total	140	100,0

Table 2.2 Sectors reflected according to single and multiple entries

Sector	Single entry		Multiple entry		
Manufacturing	32				
Manufacturing and construction			5		
Manufacturing and wholesale			3		
Manufacturing and electricity			1		
Manufacturing, electricity and transport			1		
Manufacturing, wholesale and retail			1		
Manufacturing, mining and transport			1		
Total	32	+	12	=	44
Construction	12				
Construction and other			1		
Construction and building			11		
Total	12	+	12	=	24
Building	7				
Wholesale (0)	–				
Total	7	+	0	=	7

Wholesale and retail		2	
Wholesale and agriculture		1	
Wholesale and other		1	
Total		4	= 4
Retail	1		
Agriculture	3		
Transport	2		
Other	24		
Total	30		= 30
Grand total	81	28	= 109

Table 2.3 Sector of industry covered by survey

Sector	Distribution of total number of responses (N = 140)		Distribution per sector (N = 109 per sector)	
	%	N	%	N
Manufacturing	31,4	44	40,4	44
Mining	0,7	1	0,9	1
Construction	20,7	29	26,6	29
Building	12,9	18	16,5	18
Electricity	1,4	2	1,8	2
Wholesale	5,7	8	7,3	8
Retail	2,9	4	3,7	4
Agriculture	2,9	4	3,7	4
Transport	2,9	4	3,7	4
Other	18,6	26	23,9	26
Total	100,1	140	128,5*	140*

5.1.2 Size of labour force (Q2)

Six (6) of the companies did not indicate the size of their labour force as defined in Q2. According to detailed findings, the range of sizes of labour forces vary between 30 and 9 300 with the median at 294. More than 50% of the companies included in one sample have a labour force of fewer than 300 workers. A summary of the findings is given in Table 2.4.

Table 2.4 Size of labour force within companies

Number of workers	%	N
Up to 199	30,2	33
200 – 499	37,6	41
500 and more	26,6	29
Non-response	5,6	6
Total	100	109

5.1.3 Turnover (Q13)

35,7% of the companies, (N = 39), did not indicate their turnover during the last financial year. Of those who gave this information, 51,4% had a turnover of less than R10 million and 48,6% a turnover of more than R10 million.

5.1.4 Home language (Q3, Q4)

Companies were asked to indicate the approximate percentages of workers (Q3) and foremen (Q4) who spoke Afrikaans, English or Xhosa as home language respectively. Findings are summarised in Table 2.5

This table indicates that more than 50% of the workers in just more than half (51,4%) of the companies have Xhosa as a home language. In the next major category – 38,5% of the companies – there are more than 50% of workers whose home language is Afrikaans. In only 4,6% of the companies are there more than 50% of workers whose home language is English.

Table 2.5 Approximate percentages of workers' and foremen's home language

Home language (N = 109)

Level of labour force	Home language	None	Less than 50% in Company	More than 50% in Company	Me
Workers:	Afrikaans	3,7*	57,8*	38,5	37,0
	English	25,7	69,7	4,6	9,6
	Xhosa	3,7	45,0	51,4	49,6
	Other	97,2	2,8	–	0,3
Foremen:	Afrikaans	5,5	33,9	60,6	50,3
	English	14,7	43,1	42,2	32,0
	Xhosa	70,6	24,8	4,6	0,2

*Explanation

Read this figure as follows: 3,7% of all companies indicated that they have 0% (i.e. none) workers whose home language is Afrikaans.

Other figures should be interpreted likewise e.g. the next figure (57,8) should be interpreted as follows:

57,8% of all the companies indicated that they have less than 50% of their work force whose home language is Afrikaans.

When expressed in terms of the median statistic (Me), the same pattern is reflected. Half of all the companies indicated that up to 49,6% of their labour force is Xhosa-speaking; half of the companies indicated that up to 37,0% of their labour force is Afrikaans-speaking; and half of the companies indicated that up to 9,6% of their labour force is English-speaking.

The figures for foremen/supervisors are as follows: 60,6% of the companies have more than 50% whose home language is Afrikaans, 42,2% of the companies have more than 50% persons whose home language is English; and only 4,6% of the companies have more than 50% whose home language is Xhosa. The pattern is confirmed by the distribution of values of the median in Table 2.5

From this information one may conclude that based on the 109 companies studied, the workers are mainly Xhosa- or Afrikaans-speaking, but with a stronger contingent of the former, while foremen/supervisors are mainly Afrikaans-speaking and to a lesser extent English-speaking. A minority of the companies have Xhosa-speaking foremen/supervisors.

5.1.5 Language of instruction (Q5)

If one assumes that large numbers of both workers and foremen do not necessarily have the ability to speak either Afrikaans/English or Xhosa, the above-mentioned pattern suggests the possibility of language communication problems in the work situation. To test this assumption, companies were asked to indicate the language used when foremen/supervisors communicate with workers (Q5). Findings are summarised in Table 2.6.

Table 2.6 Language of instruction used by foremen

Language used to give orders	Percentage	N
Afrikaans	65,5	71
English	29,1	32
Xhosa	5,4	6
Total	100	109

Findings in this table suggest that there might be language communication problems in the companies observed. While a majority of companies have workers whose home language is Xhosa, only 6,4% of the companies offer instruction in Xhosa. According to these figures, it may be concluded that language communication problems may be particularly prevalent among foremen/supervisors who are able or willing to communicate only in either Afrikaans or English and workers who are able to communicate only in Xhosa.

6 FURTHER ANALYSES

Further analyses to highlight language communication problems were done with reference to questions which dealt with related problems. These included problems in connection with language and attitudes to and provision for language training. Suggestions for solving such problems indicate the magnitude of different answers given by companies to these questions.

In addition, attempts were made to classify companies according to selected characteristics based on the overview given in the present paragraph. The following characteristics were selected:

(a) the sector of industry (manufacturing versus all other sectors);
(b) size of unskilled/semi-skilled labour force (companies were compared on a split suggested by the median of 294 workers);
(c) percentage of unskilled/semi-skilled workers who are Xhosa-speaking (those above 50% and those below 50% were compared), and
(d) percentage of foremen/supervisors who are Afrikaans-speaking (those above 50% and those below were compared).

Because of the relatively small size of the total sample (N = 109) and restrictions placed on analyses of association between pairs of variables with the aid of the chi-square test, it was necessary to combine various categories of the above-mentioned variables in order to arrive at cell values which would be large enough to perform meaningful tests in various cross tabulations. Wherever possible, attempts were made to approximate a 50:50 split in the values of the independent variables listed above. As a result of the limited number of companies included in this study, no further analyses were performed in which more than two variables would have been implied. Only cases where a χ-square test ($\chi = 0,05$) has shown a statistically significant association are reported. Because associations generally were low to moderate (between 0,21 to 0,37) no further attempts were made to elaborate on these analyses.

6.1 Language and language-related problems

6.1.1 Language communication problems (Q6)

In order to determine the nature of language communication problems, six possible types of communication problems related to the work situation were listed in the questionnaire. Companies were asked to indicate if these problems, in their experience, were of a very serious nature. The types of communication problems are listed below with an indication of the outcome of the responses. Figures are given in percentages.

Communication problems	A very serious problem %	N	Not a serious problem	N %	Total %	N
(a) The black unskilled/semi-skilled worker is unable to understand spoken English or Afrikaans	31,2	34	68,8	75	100	109
(b) The foreman/supervisor is unable to understand/follow the black unskilled/semi-skilled worker's spoken English or Afrikaans	21,2	23	78,8	86	100	109
(c) The foreman/supervisor is unable to understand/follow spoken Xhosa	52,3	57	47,7	52	100	109
(d) The foreman/supervisor is unable to give/formulate his orders clearly in spoken Xhosa	55,5	60	44,5	49	100	109
(e) The black unskilled/semi-skilled worker is unwilling to indicate that he has not understood instructions given in English or Afrikaans	30,3	33	69,7	76	100	109
(f) The interpreter's version is not always reliable	15,6	17	93,4	92	100	109

Problems (c) and (d) seem to be very serious in the majority of cases. This means that the inability of the foremen/supervisors either to follow or speak Xhosa is regarded as a very serious problem by the majority of companies. In the case of companies where 50% or more of their workers are Xhosa-speaking, problem (d) is significantly a more serious problem than in companies which have a work force of less than 50% of Xhosa-speaking workers (X2 0,03).

The majority of companies did not, on the other hand, experience the inability/low ability of workers to follow English/Afrikaans as a very serious problem. However, as for companies with a 50% or more work force of Xhosa speakers, more companies than would have been expected appeared to see this as a very serious problem (X2 0,05).

Language communication problems, especially the inability of foremen/supervisors to instruct black workers in their mother tongue and vice versa are therefore regarded as serious. These problems seem to be more apparent among cases where the majority of the work force are Xhosa-speaking.

6.1.2 Language-related problems

Three types of language-related problems were investigated, namely accidents (Q7), labour relations (Q11) and training (Q9). Where companies indicated that problems of the above nature were caused by lack of adequate language communication, they were asked to estimate the appropriate losses incurred by these (Q8, Q12 and Q10). Findings are summarised in Table 2.7

Table 2.7 Problems and losses incurred by lack of adequate language communication

Problem	Labour force N	No response N	Problem experienced N	Problem experienced %	Average losses indicated	No losses indicated
Accidents	109	95	14	12,8	R5 214	7
Labour relations	109	98	11	10,1	R6 733	8
Training	109	88	19	17,4	R7 708	14

According to Table 2.7, language communication problems primarily inhibited training. In the second place they caused accidents and in the third place upset labour relations. These problems occurred during the past 12 months before completion of the questionnaire.

Only a few companies were able/willing to indicate losses incurred as a result of these problems. These figures, therefore, should be seen as reflecting only a minimum amount of the losses experienced by these companies.

Most returns indicated that problems had not occurred. However, it does seem that language communication problems tend to restrict normal activities in the course of the companies' daily functioning as indicated by problems (c) and (d) in par. 6.1.1 above.

6.2 Attitudes towards language training

In order to measure attitudes towards language training within the companies, four questions were asked (Q23, Q17, Q21 and Q22).

Question 23 read as follows: "Should industrial language training form an essential and indispensable component of industrial training?" Positive answers were returned by 75,2% (N = 109) of the companies.

Question 17 asked: "Please indicate to what extent, in your opinion, a language course . . . will facilitate better communication at your branch of your organisation." Positive answers were given by 79,8% (N=109) of the companies. Of these 31,0% (N=87) chose the most positive response (on a five-point scale).

Companies in the manufacturing sector were less optimistic than those in other sectors about the contribution of language courses to facilitate better communication (X2>0,04). Companies with a work force of more than 50% Xhosa-speaking employees were significantly more optimistic about the ability of language courses to facilitate better communication than those with a work force of less than 50% Xhosa-speaking employees (X2>0,03).

Question 21 asked: "Please indicate to what extent, in your opinion, language courses . . . will facilitate effective training at your branch . . . " Positive answers (on a five-point scale) were given by 83,5% (N=109) of the companies; 25,3% (N=91) of these, chose the most positive response.

Once more companies with a work force of more than 50% Xhosa-speaking employees were significantly more optimistic than those with less than 50% Xhosa-speaking employees (X2>0,01).

Those companies whose work force is more than 50% Xhosa-speaking returned significantly higher positive responses.

Question 22 asked: "Please indicate . . . (et cetera) will promote healthy relations . . . " Again 83,5% (N=109) answered positively with 25,3% (N=91) choosing the most positive response.

Companies with a work force of more than 50% Xhosa-speaking employees were in this case again significantly more optimistic than those with less than 50% Xhosa-speaking employees ($X2>0,01$).

From these results it may be safely concluded that the companies in the majority of cases were inclined to react positively to the possible benefits to be gained from language courses designed for industrial communication needs.

6.3 Provision for language training

While there is obviously a need for language courses, as the above figures have indicated, existing provision for such training is rather limited. Only 5,5% of the companies observed (N = 109) indicated that they have a language training policy for their organisation (Q24). Even fewer than this percentage implemented a language course during the past 12 months before completion of the questionnaire, namely 2,8% of all the companies investigated (N = 109) (Q14).

Of the 109 companies, 90 responded to the question whether foremen-supervisors benefit in a tangible way (e.g. financially) after completing a language course successfully (Q25). Of this number 15,6% responded in the affirmative. Where unskilled/semi-skilled workers are concerned, 14,4% of the companies who responded (N = 90) did so in the affirmative.

Thus, while an overall need for language training was observed, very few of the companies had implemented such courses and only a minority was prepared to recognise that such training would be financially beneficial for those employees who were completing or would complete courses.

Present provision for language courses, therefore, is limited and not on a par with the need expressed. We hypothesized that three reasons exist for this type of situation.

(a) There appear to be no suitable language courses for industry.

(b) Available courses are general in nature and not work-specific.

(c) These courses are also based on grammar and not on communication.

Another reason for lack of interest may be that no tax rebate exists for those organisations which implement industrial language training, whilst most forms of industrial training are eligible for tax concessions. One impression gained by industry is that industrial language training may not be regarded as such by the state. This therefore discourages organisations from embarking on industrial language training schemes.

In addition, the need to implement language training in industry is not clearly seen. There is no concerted effort by those institutions engaged in the design and development of industrial language courses to co-ordinate their activities. As a result there is no control over the quality of these courses.

There will be further investigation into this issue during the second phase of the project.

6.4 Implementation and solving language problems

Companies were asked to indicate the best place (Q15) and time (Q16) to learn the target language, should language courses be implemented. Of the majority of companies that responded, 54,2% indicated that the work place or training room would be the best place for such study. About 30,8% indicated a technikon or a language laboratory as a place of study while the rest (15%) preferred self-study at home.

Companies were divided on the best time for study: 41,5% (N = 109) preferred learning during the worker's own time; 32,1% preferred language learning during working hours, and 26,4% during slack periods at work. Significantly higher percentages of companies with less than 50% of Afrikaans-speaking foremen/supervisors indicated that the best time of study would be during the workers' own time while those with more than 50% of Afrikaans-speaking foremen/supervisors indicated that working hours or slack periods could be used for study ($X2>0,05$).

It seems that most companies (58,7%) (N = 109) would allow space and time at the work place to

learn a target language. Those with a higher percentage of Afrikaans-speaking foremen/supervisors are obviously more in favour of such language study and will more readily allow working hours to be used for language training.

Two methods to minimise language communication problems were suggested to companies: the appointment of a white and a black foreman/supervisor at the same point (Q18), and the improvement of workers' ability to read and write either of the official languages (Q20). The majority of the companies, namely 55,0% (N = 109), rejected the first suggestion. However, more than half of the companies with a Xhosa-speaking majority in their work force found this a realistic alternative ($X2>0,02$). The second suggestion seems to be a realistic alternative to improve language communication as 92,5% (N = 109) of the companies agreed to this.

Finally, companies were asked to indicate whether the translation of notices into the workers' mother tongue would help to eliminate language communication problems (Q19). The majority, 83,5% (N = 109) agreed to this. Manufacturing companies, while agreeing to this suggestion, formed a significantly lower percentage in this regard than companies in other sectors ($X2>0,03$).

7 SUMMARY

This survey established that language communication problems exist in companies where Afrikaans/English foremen/supervisors and Xhosa-speaking unskilled/semi-skilled workers are employed. The main problems experienced in this connection were that foremen/supervisors were unable to follow and instruct in Xhosa and Xhosa workers were unable to communicate in either Afrikaans or English. To offset the educational setback resulting in Xhosa workers not being able to speak either Afrikaans or English the researchers proposed that Afrikaans or English courses be devised for black unskilled/semi-skilled workers.

Reasons advanced for this proposition are that these languages are the ones chiefly used in industry in Area 39. By being competent in them, blacks would therefore enhance their chances of being employable. A knowledge of these languages would also increase their human potential.

As blacks are in daily contact with Afrikaans- and English-speaking people not only in the work place but also outside it, they are readily exposed to these languages. Blacks feel they must learn Afrikaans and English in order to survive. The blacks may thus feel fewer constraints and inhibitions about learning the said languages.

It may be assumed that there are more black unskilled/semi-skilled workers who already have some knowledge of Afrikaans and/or English than there are white foremen who understand Xhosa. It would therefore be logical to concentrate on the majority of people who are already learning Afrikaans and/or English.

A need for language courses was expressed as they would improve communication, training and relations in the work place. Existing provision for such language training was found to be severely limited but companies would by and large be willing to allow space and time for language training. It was indicated that workers' ability to write and read the official languages would improve the situation.

From the analyses done in this study, one may conclude that the sector of industry and the language composition of both foremen and workers should be taken into account if language courses were to be implemented in industry. Differences in the ways that the work place is organised in various sectors would be an obvious factor to be considered. Companies with the majority of their work force consisting of Xhosas and Afrikaans-speaking foremen/supervisors would be more in need of language training and would be more prepared to have their workers follow such courses.

Systematic analyses of the size of the labour force of the companies did not produce results of any effect to the present study.

* Totals have been rounded off, so do not always equal exactly 100,0.

* The reason why these two figures do not tally is the same as the explanation given in par. 5.1.

Chapter Three
A report on survey interviews held with personnel management in Area 39

1 BACKGROUND

This survey attempts to obtain detailed verbal opinions about reasons for certain responses made by respondents during the opinion survey (Chapter Two). The aim is to form a clearer picture of the situation in industrial language training in the said area. Hypotheses forwarded by the postal survey and conclusions reached are also investigated in more depth.

Postal surveys have certain limitations. There is no opportunity to probe beyond a given answer, to clarify an ambiguous one, to overcome unwillingness to answer a particular question or to appraise the validity of what a respondent said in the light of how he said it. Nevertheless, on face value, the quality of the information gained from the survey was adequate. To supplement this information face-to-face interviews were conducted.

2 AIMS OF THE SURVEY

The aims of the survey were to obtain a clearer picture in industry concerning:

- language problems and problems related to language, their nature and the resultant losses that were sustained;
- eventual provision for language teaching;
- the attitude of industry towards language training.

3 CONCLUSIONS

It was established that language communication problems exist in companies where Afrikaans/English foremen/supervisors and Xhosa unskilled/semi-skilled workers are employed. The main problems in this connection were that the majority of foremen/supervisors were unable to follow and instruct in Xhosa and large numbers of Xhosa workers were unable to communicate either in Afrikaans or English.

From the conclusions reached in the postal survey (Chapter Two) the following hypotheses were formulated:

- Xhosa courses with a strong cultural content for supervisors/foremen may be beneficial for human and industrial relations;
- Xhosas urgently need improved Afrikaans and/or English language communication skills for efficiency and promotion;
- Xhosas, for occupational and practical reasons, may be better motivated to learn Afrikaans or English than supervisors/foremen are to learn Xhosa;
- Xhosas may have a better aptitude for learning foreign languages than (white) supervisors/foremen.

Given the above assumptions, this survey tried to validate some of these arguments.

4 GUIDELINES FOR INTERVIEWS

A list of questions to indicate the specific issues that were covered in the present study follows. Some of these questions are an extension of those used in the postal survey.

(a) Which language problems and problems related to language did you experience during the last 12 months? Sections covered were e.g. communication breakdowns, losses, hampering of training, labour relations.

(b) Could you identify particular accidents or incidents, the causes of which you could ascribe to language communication problems?

(c) Could you quantify resultant losses of money, men, machines, et cetera.

(d) What do you see as the reasons for these problems?

(e) What did you do about the situation?

(f) What would you say could be done about it? (Xhosa, Afrikaans or English).

(g) Did you/Do you have a language training policy? (Why/What?)

(h) What is your opinion with regard to existing industrial language training courses which are available on the market?

(i) What is your management's policy with regard to the upgrading of black workers?

(j) Should industrial language training form an essential and indispensable component of industrial training? (Why/Why not?)

(k) Who should be responsible for research, development and language training?

(l) What should the official policy be with regard to industrial language training?

5 METHODOLOGY

The data in this study was collected by open-ended interviewing, following the questions listed above. Appointments with selected organisations were made and researchers visited personnel managements of these organisations to conduct personal interviews. Answers were recorded on a tape recorder. This enabled the interviewer to concentrate on the interview and a record was kept of how the interview was conducted. Answers were transcribed and then analysed.

6 SAMPLING PROCEDURE

The main purpose of this study was to obtain detailed answers to the open-ended questions. The present sample is not a representative sample in the statistical sense of the word. It was decided not to draw a sample with a fixed sample size, but to visit a small number of firms first and then to do a preliminary analysis of the results by looking at the variety of answers obtained. Should the preliminary analysis indicate that the answers to the open-ended questions were the same among the respondents selected, then the selection process was to be stopped.

For this purpose all 109 respondents were grouped according to sectors. In each sector, organisations were subdivided according to size based on the number of black employees in each organisation. The subdivision according to small, medium and large was subjective. An organisation with between 0 – 100 employees was classified as small, one with between 101 – 249 employees as medium and one with 250 and more as large. Firms visited in each sector were selected at random from each subgroup.

At first firms were selected at random from the manufacturing sector only; two firms from each of the three subgroups. An analysis of the returns obtained from this sector confirmed the assumption of a limited variety of answers. In the light of this, only one firm from each subsection within each of the remaining sectors was selected at random. The returns from these firms showed the same tendency.

Table 3.1 Sector of industry covered by survey

Sector	Size	Organisations		Firms visited	
		N	%	N	%
Manufacturing	Small	21	19,2	2	12,5
	Medium	13	11,9	2	12,5
	Large	7	6,4	2	12,5
Constr/Building	Small	13	11,9	1	6,25
	Large	21	19,2	1	6,25
Wholesale/Retail	Small	1	0,9	1	6,25
	Large	4	3,6	1	6,25
Agriculture	Small	2	1,8	1	6,25
	Large	1	0,9	1	6,25
Transport	Small	1	0,9	1	6,25
	Large	1	0,9	1	6,25
Other	Small	11	10,09	1	6,25
	Large	13	11,9	1	6,25
Total		109	99,59	16	100

7 FINDINGS

As far as possible, answers to questions are given verbatim.

7.1 Language problems

Of the 16 organisations visited, 14 indicated that they had experienced no problems before the study was conducted whilst only two indicated that they had experienced problems. This information was based on the responses received from the postal survey.

During the study 8 organisations stated that they had experienced problems. This change of view can be attributed to the face-to-face interview conducted as well as the questions asked in order to gather information.

Table 3.2 Organisations with and without problems

Size	With problems		Without problems		Total	
	N	%	N	%	N	%
Small	5	35,7	2	14,3	7	50,0
Medium	0	–	2	14,3	2	14,3
Large	3	21,4	2	14,3	5	35,7
Total	8	57,1	6	42,9	14	100,0

The problems experienced by some of the organisations are related to size. Of the organisations which had experienced problems (N=8), the majority, 62,5% was small organisations.

This may be attributed to the fact that management communicates, in these organisations, directly with black employees without using interpreters or workers' committees. It may also be difficult for small organisations to engage in industrial language training courses due to the small number of employees who work in these organisations.

This finding differs from the postal survey's finding that systematic analyses of the size of the labour force of the companies did not produce results of any effect to that study. A possible explanation for the difference could be that organisations were not grouped according to size.

7.2 COMMUNICATION SITUATIONS

In the interviews, several situations were encountered in which language communication took place. The following situations were identified. Management communicates with the workers

- through shop stewards;
- directly in English or Afrikaans;
- by making use of a black gang boss whose English is basic;
- by means of a black manager who communicates directly with black workers in Xhosa;
- by means of a black Public Relations Officer who interacts with the black workers;
- through interpreters.

Employees communicate directly with management in English/Afrikaans, or in the case where black supervisors are appointed, in Xhosa.

7.3 Types of Language Problems

7.3.1 Misinterpretation

As a result of management communicating directly with black workers who do not understand English or Afrikaans, the message is misunderstood and thus misinterpreted. Examples cited were:

Management had to represent the concern of the shop stewards about job appraisal. The shop stewards understood this act as representing and supporting their view when in fact it (management) was acting only as a message carrier of their concern to Head Office.

The supervisor would explain in English/Afrikaans to the workers how to carry out a certain operation. When the worker is asked to demonstrate his understanding, he fails to carry out the instruction.

A worker would be asked to bring a 4 x 4 timber; because the worker does not understand this instruction, he brings a 8 x 8. A worker is asked to bring a face brick; he brings a rough brick.

7.3.2 Language-related problems

The fact that management finds it difficult to communicate with the workers and vice versa creates a situation where there is no direct communication between management and the workers. The reason for this situation is that instructions are given in English/Afrikaans to a black worker by a supervisor. This is always done in a hurry. The supervisor does not realise that he is speaking to a man whose home language is not English or Afrikaans. He takes it for granted that the man understands him.

Another respondent stated: "This organisation experiences problems in that the workers cannot communicate with management nor can management communicate with them. Sometimes the workers become angry with management and this results in unpleasant situations because of lack of self-expression by both parties. This results in a worker being fired because he cannot communicate properly. If something happened he can't explain properly what happened and management doesn't want to listen to him, so he gets fired."

One organisation mentioned, "At times the delivery man is late and when asked by the customer why he is late no reply is forthcoming due to lack of competency in Afrikaans or English".

In a certain organisation "the nature of work requires that incidents be reported either verbally or in writing in an official language. This creates a problem in that most of the black workers working here cannot communicate in either English or Afrikaans".

7.3.3 Problems ascribed to interpreters

Using interpreters who do not have a thorough knowledge of English or Afrikaans results in communication problems. The interpreters generally do not understand properly what is said by management. One organisation argues that "communication through an interpreter gets totally lost because of the nuances which the speaker puts". One organisation cited the example of its management telling the workers they could choose whether they wanted to work or not. Management was actually saying that workers didn't have to work there if they did not feel like it. It was misinterpreted by their interpreter to mean that management did not actually want them to work there.

The main problem is therefore that of direct communication. Supervisors communicate directly in English/Afrikaans with black workers regardless of whether they understand or not. On the other hand, the workers cannot communicate directly with management in Afrikaans or English.

8 IMPLICATIONS

8.1 Losses

8.1.1 Recruitment loss

In a number of organisations communication problems have resulted in a high labour turnover. This situation has led to a direct loss in recruitment and training costs. Several organisations have reported loss of workers.

There is a high turnover of workers as a result of this misunderstanding.

Because the black worker cannot communicate, he "gets cross and leaves his job", states another organisation.

8.1.2 Production loss

Several incidents of production loss caused by communication problems were cited. Faulty communication resulted in work stoppages which in turn caused a loss in production. One organisation mentioned that it had lost a number of customers as well.

Examples of production loss were the following:

A supervisor told one of the truck off-loaders, bulk off-loading maize, not to open the three trucks, but they did open one. That truck could not be re-railed which resulted in a loss of thousands of rands.

One organisation mentioned a case where the supervisor presumed that the man had understood the instructions. The man did the wrong job, so production was lost.

8.1.3 Financial loss

Most respondents in this survey could not quantify losses sustained in monetary terms. Attempts were made to obtain more information regarding material loss sustained. It appears that organisations were reluctant to give confidential information.

9 PROVISION FOR LANGUAGE TEACHING

9.1 Attitude towards language training

Of all 16 organisations consulted, only two have a language training policy. One of these has no language or language-related problems.

Some of the reasons mentioned for not having a language policy are:

- black workers have been working for the organisation for many years. They therefore know their various duties;

– black employees are recruited locally, and can speak one of the official languages;

– where necessary use is made of an interpreter who is proficient in either English or Afrikaans;

– in some instances black supervisors are proficient in English/Afrikaans. This makes language communication less problematic;

– there is no tax concession for industrial language training.

Although most organisations are not engaged in industrial language training, they still feel that there is a need for blacks to learn Afrikaans and/or English. The arguments are quoted verbatim:

> Blacks should learn to speak English and/or Afrikaans to better themselves. If the workers can communicate in English or Afrikaans the chances are great that they could be promoted.
>
> Because this organisation is in the service industry it is important that those blacks in more senior posts should be able to communicate in either Afrikaans or English.
>
> Blacks are upgraded to managerial level; this necessitates proficiency in either Afrikaans or English.
>
> Language is one of the components important for promotion.
>
> In order to be successful the black man must realize that he will have to learn a western language – one which is used in industry.

There was a feeling that the official language to be learnt in industry should be English, because:
– English is an industrial language;
– most companies use English in their operations;
– blacks need to be taught English in order to understand technical terms used in industry;
– an international language like English would enhance the potential of the black worker.

9.2 Learning of Xhosa by white supervisors

A majority of the organisations consulted felt strongly that white and coloured supervisors should learn Xhosa. The following reasons are quoted verbatim:

> . . . would do wonders for the credibility of management. Speaking in an African language to a black worker opens up avenues for communication. This points out that one is making an effort to understand each other.
>
> This would create better understanding between black workers and the supervisors.
>
> A foreman who can communicate with employees under him gets more work done.
>
> When a white supervisor can address a black worker in his own language, he is readily acceptable. Also, it shows an acknowledgement to the black worker.
>
> Industrial relations may be improved by this.
>
> . . . where there is a heavy Xhosa labour force, for example from Transkei or Ciskei who knows very little Afrikaans or English and where the company relies heavily on this type of labour force, it would be important that supervisors should learn to speak Xhosa.

9.3 Attempts to solve language problems

Of the eight organisations which have experienced language or language-related problems, only one is attempting to solve them. Reasons for not attempting to solve the problems differ from organisation to organisation. The reasons mentioned were:

– a number of employees can express themselves in Afrikaans and/or English;

- the majority of employees has been employed by the organisation for a long time; they therefore know their work;
- if the worker has problems, an interpreter is brought in to help the worker put his case;
- organisations engaged in industrial language training are not eligible for tax rebates.

9.4 Available language courses

Of the sixteen organisations, ten were unaware of existing industrial language courses. Those who were aware of them felt that the available language courses were not suitable because they are grammar-based. They deal with general topics which are not work-related. Organisations which had used these courses were disappointed by them.

10 Abstracts

Language communication problems can be solved if blacks learn to speak English and/or Afrikaans and white and coloured supervisors have a working knowledge of a black language. Language and industrial language in particular plays an important role in the efficient operation of industry. Without proper and effective communication channels, industry cannot run smoothly.

In order to upgrade blacks, it is necessary to raise their level of education. This implies raising their level of competence in English. A higher level of education does not necessarily mean a higher level of proficiency in English or in industrial English but would make industrial language training easier for blacks.

Although the learning of an African language by whites and coloureds was mentioned, emphasis lies more on the learning of English or Afrikaans by blacks since more blacks can already express themselves in an official language. If more blacks learned either one of the official languages, this language communication problem could be solved much more quickly.

10.1 Responsibility for research, development and language training

According to Jupp (1975) industrial language training should form an essential and indispensable component of industrial training. The majority of the organisations consulted also agreed with the above statement. These organisations also suggested that universities and other research organisations should be responsible for research, development and language training. Some of the reasons given were:

- universities have the time and the expertise to develop industrial language courses;
- industry has no time to conduct research and development of industrial language courses;
- the main concern for industry is to manufacture and to make a profit. It is not there to devise language courses. Its business is not language education.

10.2 Conclusion

This study by and large confirms the findings of the postal survey. The method followed in this study, in-depth interviewing with a number of personnel officers, brought to light language problems in industry which could not be gathered from the postal survey. It also suggested, in contrast to the postal survey finding, that the size of the company and consequently its organisational structure might be an important factor in explaining the prevalence of such problems amongst smaller firms (par. 2.1 above).

This study also provided evidence that supports assumptions and hypotheses stated in the conclusion of the postal survey (par. 1.2 above). These may be summarised as follows:

10.2.1 Availability of suitable language courses

The present study found that

- some companies are not aware of existing language courses;
- some conduct their own training;
- some feel that existing/available courses are too theoretical; and that they should be more practical.

10.2.2 Past experiences with language training

The present study did not provide exact information on this aspect. However, some companies did not conduct language training and therefore had no experience.

10.2.3 Tax rebate on language training

All the organisations except one felt that tax concessions should be made available for industrial language training.

10.2.4 Who should be taught what

Most of those interviewed felt that black workers should be taught English/Afrikaans, and that they would gain tremendously both within and outside work situations as a result of such training. Supervisors/management should be taught to speak Xhosa to improve industrial relations. It was also established that English is considered to be the universal work language.

This study supports the first three hypotheses of the postal survey report.

Chapter Four
A report on survey interviews held with a limited number of black unskilled/semi-skilled workers in Area 39

1 BACKGROUND

The reports in Chapters Two and Three primarily reflect the views of personnel management on language communication. This report attempts to define the needs of the black unskilled/semi-skilled worker. After planning and conducting the interviews with these workers, the researchers hoped to correlate the workers' views with those of management.

2 AIM OF THE SURVEY

The aim of the survey was to interview a limited number of black unskilled/semi-skilled workers in industry (Area 39) to obtain a better perspective concerning

- language problems and problems related to language;
- the attitude of unskilled/semi-skilled black workers towards language training, and
- to compare this perspective with the one on the views of personnel management.

3 METHODOLOGY

The data for this study was collected by open-ended interviewing, following the questions listed under 4. These questions were put in Xhosa as the respondents obviously found it easier to understand and answer questions in their mother tongue.

Appointments with selected organisations were made and researchers interviewed a limited number of unskilled/semi-skilled black workers of these organisations, on a one-to-one basis. Answers were recorded on a tape recorder. This enabled the interviewers to concentrate on the interview and record was kept of how the interview was conducted. These answers were analysed.

3.1 Sampling procedure

The aim of this study was to obtain detailed answers to the open-ended questions mentioned above and listed under 4. For practical reasons it was decided to visit a small number of firms and then to do a preliminary analysis of the results by looking at the variety of answers obtained. Sampling was thus purposive and not representative.

Four organisations were selected out of the sixteen whose personnel managements were interviewed. The selection of the four organisations was based on the different sectors found in Area 39 and the number of employees represented. It was established that sectors employing a greater number of blacks in Area 39 were manufacturing, construction/ building, transport and agriculture.

When a sample was drawn up, all organisations representing these sectors were selected. However, on the day prior to visiting an organisation representing construction/building, it was realized that this organisation was involved in an industrial dispute and was therefore not willing to co-operate in view of the nature of the research. This was the only large organisation which had represented the construction/building sector in the survey interviews held with personnel management in Area 39.

As transport and agriculture were represented by one organisation each in the survey interviews held with personnel management, the only sector which could be selected to fill this gap was again manufacturing.

Therefore, another organisation representing this sector was selected.
In each organisation fourteen black unskilled/semi-skilled respondents were selected randomly. Selection aimed at including workers employed as unskilled and semi-skilled workers. Another criterion for selection was that respondents interacted regularly with black, white and coloured supervisors/foremen.

3.2 Description of sample covered

Tables 4.1 and 4.2 show that

- 77% of the respondents are unskilled, with the highest proportion in transport (86%) and the lowest in manufacturing (71%);
- 46% of the respondents have between 10-20 years of service in their present organisation, 34% between 0-5 years and 20% between 5-10 years. The pattern varies substantially among the three sectors of industry observed, with manufacturing having the longest duration of employment (64% between 10-20 years). Transport and agriculture have half or more of their workers in the category 0-5 years;
- 66% of the respondents have an educational level of Std 3 and higher. The proportion in this category is substantially higher for manufacturing (39,3%) in relation to transport (10,3%) and agriculture (12,5%). The largest percentage of workers with a Std 2 or lower level is found in agriculture (12,5%), followed by transport (10,7%).

Table 4.1 Level of skill and duration of employment according to the sector of industry covered by the survey (percentages in brackets)

Sector	Semi-skilled		Unskilled		Total		Years of employment						Total	
							0–5		6–10		11–20			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Manufacturing	8	29	20	71	28	100	4	14	6	21	18	64	28	100
Transport	2	14	12	86	14	100	8	57	1	7	5	36	14	100
Agriculture	3	21	11	79	14	100	7	50	4	29	3	21	14	100

Table 4.2 Level of education of respondents according to the sector of industry (percentages in brackets)

Sector	No educ.		Sub A-Std 2		Std 3-6		Std 7-10		Total	
	N	%	N	%	N	%	N	%	N	%
Manufacturing	3	5,4	3	5,4	17	30,4	5	8,9	28	50,0
Transport	2	3,6	4	7,1	5	8,9	3	5,4	14	25,0
Agriculture	1	1,8	6	10,7	7	12,5	–	0,0	14	25,0
Total	6	10,8	13	23,2	29	51,8	8	14,3	56	100,0

All the workers originally came from the Eastern Cape and their home language is Xhosa.

4 GUIDELINES FOR INTERVIEWS

A list of questions to indicate the specific issues that were covered in the present study follows. Some of these questions are an extension of those used in the postal survey and the survey interviews.

1. How long have you been working in this organisation?
2. Where do you come from?

3. What work do you do?
4. What standard of education have you achieved?
5. Have you had any incidents/accidents during the past twelve months caused by language communication problems at your branch of your organisation?
6. Can you give an example?
7. What language do you use to request something of/explain to/report to your supervisor?
8. In what language does your foreman/supervisor address you?
9. How do you feel when he addresses you in that language?
10. What language would you prefer to be addressed in by your supervisor?
11. Do you see a need for learning to speak English/ Afrikaans?
12. Which of the two languages do you prefer?
13. Why?
14. What is the best time for such tuition?
15. In general is it important that black workers should learn to communicate in Afrikaans/English in industry?
16. Why/Why not?
17. Do you think that language problems will be solved at the work place if white/coloured supervisors learned Xhosa?
18. Why?
19. Should industrial language training form an essential and indispensable component of industrial training?
20. Have you/your fellow workers asked to be taught English/Afrikaans by your employer?
21. If not, why not? If yes, what has been the response?
22. What attempts has your organisation made to enable you to learn English/Afrikaans?
23. Does your employer make use of an interpreter?
24. Would you prefer your foreman/supervisor to address you in your mother tongue?
25. Do you think the attitude of your supervisor would change if he could communicate with you in Xhosa?
26. Why/Why not?
27. If you had a personal problem, would you discuss it with your supervisor?
28. Why/Why not?
29. If something worries you at work, do you talk about it with your supervisor?
30. Why/Why not?
31. Does he listen to you?

5 FINDINGS

5.1 Communication practices (Questions Q7, Q8, Q27-Q31).

Percentages in brackets Q = question

According to Table 4.3, 66% of the total sample of workers primarily use English and/or Afrikaans to express themselves when communicating with the foremen/supervisors. In manufacturing 41.1% and

in transport 17,9% of the respondents communicate in English and/or Afrikaans. In agriculture none of the respondents uses English but 7,1% communicate in Afrikaans. English is more often used in transport, and in manufacturing both English and Afrikaans play an equal role in communication.

Table 4.3 Language used by worker to explain to supervisor according to sector of industry

Sector	Xhosa		English		Afrikaans		Fanakalo		English and Afrikaans		Afrikaans and Xhosa		English and Xhosa		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Manufacturing	3	(5,4)	10	(17,9)	11	(19,6)	1	(1,8)	2	(3,6)	1	(1,8)	–	(0)	28	(50)
Transport	3	(5,4)	7	(12,5)	1	(1,8)	–	(0)	2	(3,6)	–	(0)	1	(1,8)	14	(25)
Agriculture	9	(16,1)	–	(0)	4	(7,1)	–	(0)	–	(0)	1	(1,8)	–	(0)	14	(25)
Total	15	(26)	17	(30)	16	(29)	1	(2)	4	(7)	2	(4)	1	(2)	56	(100)

Xhosa is mostly used by respondents in agriculture while only a minority use it in manufacturing and transport. A few respondents use a mixture of Afrikaans or English and Xhosa, while Fanakalo is spoken only by one respondent.

It was observed that the majority of the workers still see a need to learn either Afrikaans or English regardless of the fact that 46% have been working more than 10 years at the same organisation in Area 39.

Table 4.3.1 Manufacturing

Years	Xhosa and mixtures Xhosa, Fanakalo, Afrikaans and Xhosa, English and Xhosa		English/Afrikaans English & Afrikaans		Total	
	N	%	N	%	N	%
0 – 5	–	(0)	4	(14,3)	4	(14,3)
5 – 10	2	(7,1)	4	(14,3)	6	(21,4)
10 – 20	3	(10,7)	15	(53,6)	18	(64,3)
Total	5	(18)	23	(82)	28	(100)

Table 4.3.2 Transport

Years	Xhosa and mixtures Xhosa, Fanakalo, Afrikaans and Xhosa, English and Xhosa		English/Afrikaans English & Afrikaans		Total	
	N	%	N	%	N	%
0 – 5	2	(14,3)	6	(42,9)	8	(57,1)
5 – 10	1	(7,1)	0	(0)	1	(7,1)
10 – 20	1	(7,1)	4	(28,6)	5	(35,7)
Total	4	(28,5)	10	(71,5)	14	(99,9)

Table 4.3.3 Agriculture

Years	Xhosa and mixtures Xhosa, Fanakalo, Afrikaans and Xhosa, English and Xhosa		English/Afrikaans English & Afrikaans		Total	
	N	%	N	%	N	%
0 – 5	7	(50)	0	(0)	7	(50)
5 – 10	2	(14)	2	(14)	4	(28)
10 – 20	1	(7)	2	(14)	3	(21)
Total	10	(71)	4	(28)	14	(99)

5.1.1 Workers

Tables 4.3.1 to 4.3.3 give a breakdown of language used by the worker to explain himself to his supervisor according to duration of employment and sector of industry. Although the statistics involved are based on small numbers of respondents, and no definite conclusions can be reached on the strength of these statistics, some patterns seem to emerge from the data. If, for instance, all respondents who either use Xhosa or Xhosa in combination with Afrikaans or English, and the one respondent who uses Fanakalo were grouped together, and the rest (who use Afrikaans or English either individually or in combination) were grouped as a second category, then the following may be hypothesized:

- duration of service is a factor in enabling Xhosa-speakers to communicate in either Afrikaans or English (depending on the preference of the particular company) but the effect of this is too slow to satisfy the needs of industry to communicate in a universal language (compare categories 5-10 and 10-20 years). One would have expected higher percentages in the two last mentioned categories than were actually reflected in Tables 4.3.1 to 4.3.3;
- preferences for either Afrikaans or English as language of communication are organisation-bound. For instance, when comparing respondents with 5-10 and 10-20 years of service, manufacturing (two organisations) has an equal preference, transport (one organisation) prefers English, and agriculture (one organisation) prefers Afrikaans. This statement is based on the assumption that the language used by the worker to communicate with supervisors in cases of 5 years service or longer is an indication of language preference of the organisation rather than the worker;
- the statement above supports the view of personnel managers that workers would learn to speak either Afrikaans or English provided they stayed in service long enough to become acquainted with one or both of these languages. It may also explain the fact that no organised and systematic attempt is made by management to assist workers in the process of learning a particular language.

Since 66% of the unskilled/semi-skilled black workers already communicate purely in English or Afrikaans with their supervisors, and 5% speak a mixture of English, Afrikaans and Xhosa, one may assume that it would be practical to teach workers either English or Afrikaans. The fact that 71,4% of the sample can already communicate in an official language makes it easier for the employers to improve communication.

Table 4.4 Language used by workers (percentage in brackets)

Sector	Language used					
	Xhosa and Mixtures		Afrikaans/English Afrikaans and English		Total	
	N	%	N	%	N	%
Manufacturing	5	(9)	23	(41)	28	(50)
Transport	4	(7)	10	(18)	14	(25)
Agriculture	10	(18)	4	(7)	14	(25)
TOTAL	19	(34)	37	(66)	56	(100)

Table 4.5 Language used by supervisors (percentage in brackets)

Sector	Language used					
	Xhosa and Mixtures		Afrikaans/English Afrikaans and English		Total	
	N	%	N	%	N	%
Manufacturing	3	(5)	25	(45)	28	(50)
Transport	3	(5)	11	(20)	14	(25)
Agriculture	9	(16)	5	(9)	14	(25)
TOTAL	15	(26)	41	(74)	56	(100)

5.1.2 Supervisors

The pattern of languages used by supervisors to communicate with workers does not differ substantially from that of the workers when they communicate with supervisors. According to Table 4.5 the majority of supervisors address workers in Afrikaans and/or English, particularly in manufacturing and transport. Because the same pattern was observed with reference to language used by the workers, it may be concluded that the workers and supervisors interact through the same language in a particular sector. In manufacturing and transport supervisors are mostly whites or coloureds and therefore have either English or Afrikaans as their mother tongue whilst unskilled/semi-skilled workers are black. It can be expected that language problems will exist in areas where the supervisor's mother tongue is mostly used.

5.2 Language problems experienced (Q5, Q6)

Table 4.6 Language communication problems experienced according to sector of industry (percentages in brackets)

Sector	Problems experienced		No problems experienced		Total	
	N	%	N	%	N	%
Manufacturing	22	(39)	6	(11)	28	(50)
Transport	13	(23)	1	(2)	14	(25)
Agriculture	12	(21)	2	(4)	14	(25)
TOTAL	47	(83)	9	(17)	56	(100)

Language communication problems are experienced by the majority of respondents in all three sectors of industry. On average, 82% of the respondents reported such problems, with manufacturing having the highest percentage (39%), transport 23% and agriculture 21%. The high incidence of language communication problems reported for agriculture is surprising, as it was expected that the use of Xhosa in the majority of cases, both by workers and supervisors, would have prevented such problems. This situation, however, may be caused by the fact that mainly black supervisors who themselves may have communication problems when communicating with management are in charge of black unskilled/semi-skilled workers. They may find it difficult to understand English or Afrikaans and hence cannot express the needs of management.

Of interest was the fact that *management of three of the four organisations visited claimed that no language problems existed* in their organisations. Yet, *when their black employees were approached, they contradicted management's view.* Also, although management had claimed that one of the reasons for no or few language problems was the low labour turn-over, 60% of the employees who had worked there for a long time experienced language-related problems.

Some of the examples cited were:

> Workers were warned by the supervisor to keep away from the crane cable. One of the workers did not heed the warning as he could not understand what was said. He was seriously injured and had to be hospitalized.
>
> A worker was told by his supervisor to climb down from the ladder as the wind was blowing. The worker, thinking that he had been told to work faster, continued. Suddenly he was blown down by the wind, the ladder came down, and he was injured.
>
> A black worker was advised not to stack the jam tins high up. He continued despite the warning and suddenly the tins fell. Many were dented and had to be sold as rejects. The company sustained a big loss.

Of course communication problems will always occur even if everybody is fluent in the language used. There will always be misunderstanding as a result of distortions, ambiguity, interference, et cetera. It may be said though, that many black unskilled/semi-skilled workers experience problems because they are not proficient in the language used for communication.

5.3 Quality of relationship between the worker and supervisor (Questions Q25, Q27, Q27-31).

The majority (90%) of unskilled/semi-skilled black workers preferred to be addressed in their mother tongue. Some reasons given were:

- there will be no need for an interpreter;
- if the supervisor addresses me in Xhosa, I will understand fully. There will be no misunderstanding.

When asked whether the attitude of the supervisor would change if he could communicate in Xhosa, the respondents were not sure. Most argued that if a man was basically bad, knowledge of a black language would not change his attitude towards black workers.

Others (the minority) felt that if the supervisors understood a black language (i.e. Xhosa) they would have empathy for the black workers. Also, some might appreciate the problems experienced by black unskilled/semi-skilled workers.
In general the attitude of supervisors towards black workers working under them was regarded as being positive. Black workers felt that they were treated humanely. They were even prepared to discuss their personal problems with the supervisors. The majority of the supervisors listened sympathetically to the grievances of their workers.

5.4 Attitudes to language

5.4.1 The workers (Questions Q9, Q10, Q13, Q15, Q16)

Of black unskilled/semi-skilled workers, 76,7% were addressed in a language other than their mother tongue. When asked how they felt when addressed in this language, 14% experienced no problems whereas 86% were dissatisfied.

One respondent stated: "I sometimes experience problems when addressed in English or Afrikaans. I do not understand. That worries me because he (the supervisor) speaks in a hurry. I become confused."

One of the arguments cited by the 86% who were dissatisfied was that if language problems causing misunderstandings could be eliminated between workers and supervisors time and money would be saved.

It was noted that 14% of the workers who experienced no problems were those who had been educated up to a level between Stds 7-10. This group felt that since Xhosa has few, if any, technical terms, one was forced to speak either English or Afrikaans. For instance, it was mentioned that counting in Xhosa would be time-consuming.

From the above-mentioned arguments it appears that work instructions should be in the mother tongue, whereas job training should be conducted in either English or Afrikaans. This view is supported by the statement made by the majority of the black unskilled/semi-skilled workers. It was important that black workers should learn to communicate in Afrikaans or English in industry. At times, they argued, the interpreter was not available.

It would save time, therefore, if most blacks could communicate in one of the official languages. Blacks are forced to speak these languages because they work with race groups which speak them. One respondent pointed out: "Suitable jobs are available when you know Afrikaans. Promotion depends on knowing another language other than your own."

Someone stated: "English and Afrikaans are used throughout South Africa."

Thus, although for immediate practical reasons black unskilled/semi-skilled workers would prefer to be addressed in their mother tongue, the reality of the economic situation is such that they are compelled to learn either English or Afrikaans.

5.4.2 The supervisors and organisation (Q17, Q18)

Of the black unskilled/semi-skilled workers interviewed 80% felt that language problems at work would be solved if white/coloured supervisors learnt Xhosa. The following reasons were given:

- accident prevention will improve because warnings and advice will be explicit;
- there will be less labour unrest as there will be fewer language communication problems;
- workers will understand one another very well;
- there will be no language problem;
- whites employ blacks who speak Xhosa only. They must therefore learn their language;
- whites should also learn Xhosa because black workers are in the majority in this organisation;
- direct messages will be given;
- when a white supervisor speaks Xhosa – that is a good thing because whenever there is a dispute, the supervisor who understands Xhosa can always arbitrate;
- when the supervisor sees me work, he will be able to talk to me in my own language and not just look at me as if I am stupid. There will also be good relationships;
- if a black employee wants to speak directly to his boss he will be able to do so without the interpreter. Interpreters are usually hesitant to communicate what they consider to be a criticism of one's supervisor. They are afraid to interpret sensitive issues. As a result one cannot express one's inner feelings to the employer through the interpreter. Sometimes the interpreter will say things for the supervisor's ear. Things which the black employee did not say. He doesn't want to be regarded as a bad person.

5.5 NEED AND ACTION FOR LANGUAGE TRAINING (Q11-Q14, Q19-Q22)

When asked whether black employees see a need for learning to speak English and/or Afrikaans, 98,2% replied in the affirmative. Of these, 67,8% preferred English and the rest Afrikaans.

Some of the reasons for selecting English were:

- English is an international language;
- if you visit an African country and you don't know the spoken language of that country, you need English;
- English is used not only at work but outside work also;

- if you are arrested, you can defend yourself in English;

- we are working under white people, we must be able to talk with them.

From the above it appears that English is used not only for occupational purposes but also for survival. Although similar "arguments" can be raised in respect of Afrikaans, English appears to be used more. The high status accorded English by blacks may have contributed to this preference.
To the question, "What is the best time for such tuition?" 64% answered during working hours, whilst 27% preferred to learn after working hours and 9% chose to learn during slack periods at work. Respondents argued that they had no time to study at the place where they lived and also that they were so tired after work that they did not feel like studying.

5.6 CONCLUSIONS

This study confirms the following findings of the survey interviews held with personnel management, as well as of the postal opinion survey:

(a) A solution to language communication problems lies in the learning of English and Afrikaans by blacks as well as in the possession of a working knowledge of Xhosa by white and coloured supervisors.

(b) It will be advantageous to devise tailor-made Afrikaans and/or English courses for black unskilled/semi-skilled workers. These languages are the two languages chiefly used for training purposes in Area 39.

English is considered to be a universal work language. The study has shown that black unskilled/semi-skilled workers prefer to learn English in tailor-made courses.

(c) Black workers would gain both within and outside work situations as a result of being engaged in industrial language training. Promotions and training would be greatly facilitated as well as job opportunities (of black unskilled/semi-skilled workers who are proficient in either English or Afrikaans).

(d) Ability to communicate in either English or Afrikaans can minimise the use of interpreters. It was discovered that sometimes the message conveyed by the interpreter on behalf of the workers was not a true version of the original message.

(e) Language as such and industrial language in particular plays an important role in effecting efficient operation of industry. At the same time knowledge of a common language minimises the language barrier.

(f) The State should be convinced that language training should be an integrated component of industrial training. Organisations implementing approved language courses should be granted tax concessions. This would encourage industrial language training.

Contrary to management's view that a long service by a black employee at a specific organisation implies lesser need for learning to communicate in English/Afrikaans, this study has shown that black workers, regardless of the length of time employed, still feel a need to learn or improve either English or Afrikaans.

The three sectors investigated showed differences in the pattern of language used to communicate between workers and supervisors but they showed no great differences in respect of their language problems or the means of solving such problems. Problems experienced by all three sectors were general in nature and not sector-bound.

It can be assumed, therefore, that if the fourth sector (building/construction), which was not available, were to be investigated, patterns similar to those of the other three sectors would emerge.

The identified language problems seem to be bound more by the characteristics of Area 39 than by the specific sectors. The reason for this argument is that most black unskilled/semi-skilled workers

working in this area are not natural inhabitants of the area. They are mainly recruited from two other areas (Ciskei and Transkei). These workers tend to share similar language problems regardless of the sector in which they are employed.

Unskilled/semi-skilled Xhosa employees interviewed in this study feel that being able to speak Afrikaans and/or English is essential in solving language communication problems.

5.7 RECOMMENDATIONS FOR FUTURE RESEARCH

Recommendations to provide tailor-made language courses for the greatest possible target group in Area 39 are that

(a) the entry level of language communication skills in English of a representative sample of black unskilled and semi-skilled workers be established;

(b) a need analysis on the English language communication needs of these workers be done;

(c) a constraints analysis be done in view of length of tailor-made courses as well as the selection of instructional strategies and supporting educational technology;

(d) suitable courses be developed, field-tested, adjusted and implemented.

(It is also proposed that the same strategy be followed simultaneously for the Xhosa language needs of the coloured and white foremen/supervisors.)

Chapter Five
Summary of the findings and recommendations in Chapters One – Four

1 FINDINGS

1.1 Need for industrial language training

On looking at

- language communication deficiencies and resulting problems at worker-foreman level;
- projected employment figures for the future, and
- the lack of suitable language training programmes that form an integrated part of an overall training programme;

it can be stated that language training, as an essential component of industrial training in Area 39, is urgently needed (Chapter One).

The literature study, as well as all the surveys, showed that ineffective language communication in the work situation causes

- safety hazards and accidents;
- delays in the effective completion of tasks;
- waste and damage because instructions are interpreted incorrectly;
- union/management disputes, and
- misunderstanding which leads to resentment.

All the studies have shown that communication problems result in unnecessarily high accident and absenteeism figures, lower motivation and lower productivity.

It is clear that insufficient language communication primarily inhibits training, causes accidents and upsets labour relations. This also results in higher labour turnover which causes loss in recruitment costs and training.

1.2 Effectiveness of industrial language courses

Respondents felt that:

(a) The four language courses that do exist are, generally speaking, not effective, because they are neither job nor communication oriented.

(b) Appropriate industrial language courses can make a major contribution to more effective language communication. There is also no doubt about the fact that they (i.e. industrial language courses) can lead to higher productivity and better industrial relations in industry.

The general opinion is that the introduction of effective industrial language courses could contribute immeasurably to improve performance, productivity and human relations. It is important, however, that a trainee should be suitably rewarded after successful completion of a language course (Chapter One).

1.3 Foreman/supervisor language communication problems

Surveys 1-3 showed that the inability of foremen/supervisors to instruct black unskilled/semi-skilled workers in their mother tongue on the one hand, and the inability of Xhosas to communicate properly

in Afrikaans or English on the other, is a serious problem. This problem seems to be more acute in cases where the majority of the workforce are Xhosa-speaking (Chapter Two).

The literature study showed that the foreman/supervisor is a key person in communication. Language training for him implies much more than just learning to speak a Bantu language in situations where the black worker cannot understand or speak either of the official languages. Fluency in the language is no guarantee that the foreman/supervisor will understand the culture and customs of the workers under him. Ignorance and cultural differences could lead to misunderstanding, friction and resentment. Language teaching programmes should therefore take these factors into account and should also incorporate components aimed at teaching effective communication techniques, in line with management's manpower policy. The literature survey (Chapter One) in particular showed how important it is to recognize that psychological, physical, social and cultural factors influence and frequently distort communication in industry.

The postal survey showed that companies in which the majority of the working force consisted of Xhosa-speaking persons and Afrikaans-speaking foremen/supervisors were in need of language training and that they supported the idea that such courses be introduced.

The surveys 1-3 have clearly shown the inability of most foremen/supervisors either to understand or to speak Xhosa. In the majority of companies, where 50% or more workers are Xhosa-speaking, the inability of the foreman/supervisor to formulate his orders clearly in Xhosa seems to be a serious drawback (Chapter Two).

Surveys 1-3 convincingly showed, and survey 4 emphasises, that a solution to language communication problems lies in the learning of English and/or Afrikaans by blacks (with a significantly higher preference for English) as well as the possession of a working knowledge of Xhosa by white and coloured supervisors.

1.4 Black workers' language communication problems

The different surveys revealed the following aspects of language communication problems on the part of the black worker:

(a) Misinterpretation plays a significant role in breaking down communication. This occurs as a result of management communicating directly with black workers and with black foremen/supervisors who understand English or Afrikaans insufficiently or not at all. The message is misunderstood and thus misinterpreted.

(b) The black worker's inability to understand or speak English or Afrikaans poses a problem.

(c) The role of interpreters used by management to communicate with black workers is another problem. The majority of interpreters on the workfloor seem to be unreliable. It was also established that hardly any received specialized training for their particular function.

1.5 Contribution of language courses to black promotion and elimination of communication breakdowns.

The postal survey and the personal interviews with management showed that language courses for industry are limited and not really geared to the needs expressed. Various assumptions (which were verified by interviews with management) on this situation were made, such as:

- There is no course, or very few, designed for the needs of specific target groups on the market.
- Past experience with available language teaching programmes was negative because they did not produce the desired results.
- Organisations are, for the reasons mentioned above, reluctant to introduce such courses. They are also reluctant to introduce such courses because at the moment it would seem that there are no tax concessions for language training programmes.

No clear evidence could be found in the postal and personal surveys to prove that language courses could contribute to black promotions and the elimination of communication breakdowns since no such courses could be found that were used in Area 39. It would, however, be difficult to argue with the assumption (see literature survey) that promotions and training would be greatly facilitated if black unskilled/semi-skilled workers were proficient in either English or Afrikaans, the languages in which most of the training takes place.

1.6 Correlation of management's and black workers' opinions

All the surveys showed that both management and black unskilled workers agree on the following:

(a) One solution to language communication problems would be for blacks to learn either English or Afrikaans and for white and Coloured supervisors to have a working knowledge of Xhosa at shop floor level.

(b) Tailor-made Afrikaans and/or English courses for black unskilled/semi-skilled workers would be an advantage. (English courses would be preferable as English is considered to be a universal work language.)

(c) Language, and industrial language in particular, plays an important role in effecting efficient operation in industry. At the same time, knowledge of a common language removes the language barrier.

2 RECOMMENDATIONS

2.1 The need for industrial language training

Against the background of projected employment figures for the future, the private and the public sector should recognize

- the serious language communication deficiencies and resulting problems at the worker-foreman/supervisor level in Area 39;
- the urgent need for effective language training as an essential component of industrial training. Effective language training to upgrade blacks in the labour force should be regarded as imperative because of
- language communication deficiencies and resulting problems;
- the shortage of skilled manpower;
- vacancies and projected vacancies at the various management levels.

2.2 Improvement of language teaching

Education for blacks should put more emphasis on technical training.

Initiatives aimed at improving the language teaching situation in the schools for whites and blacks, but especially for blacks, should also be seriously considered and financially supported by the private sector as well as by relevant state departments (Chapter One).

2.3 Criteria for language courses

Language courses for organisations should

(a) primarily aim at or be developed for that level in the organisation(s) where most of the crucial communication takes place, namely between foreman/supervisor and unskilled/semi-skilled worker. They should also aim at improving language communication between black foremen/supervisors and white management higher in the hierarchy of the organisation(s). This recommendation implies that the syllabus should be built on a functional rather than a

grammatical basis. The course designer should take into account the full range of speech functions (like asking, reporting, apologizing, requesting) needed by the trainee;

(b) be based on an analysis of communication needs of organisations or of groups of organisations with comparable needs taking into account the influence of psychological, physical, social and cultural factors on language communication;

(c) address the challenges/problems of industrial acculturation between first-world and third-world cultures and economies, by aiming at changing attitudes and behaviour on the side of the foreman/supervisor as well as on the side of the unskilled/semi-skilled black worker;

(d) contain effective/proven didactic strategies which ensure the acquisition of language communication skills (contrary to inducing parrot-like repetition of sentences or even of grammatical structures);

(e) make provision for assessment and evaluation strategies, explicitly involving the company or organisation using a language teaching programme, in order to establish, demonstrate and improve the effectiveness of the course(s) and to motivate the learners;

(f) make provision for feedback to

- the trainees;
- company management;
- company management;
- the syllabus and materials designers;
- the trainers/teachers.

(g) be of optimal duration and make provision for direct feedback from live communication (on-the-job) situations. (They should preferably make provision for on-the-job training). (Chapter One);

(h) be devised for a favourable trainer/teacher-trainee ratio;

(i) leave scope for remedial programmes and refresher courses;

(j) be regularly reviewed and updated to make them more relevant to the changing industrial scene.

2.4 Language training as part of a whole

When conducting needs analyses it should be borne in mind that industrial language teaching should be an integrated part of an overall training programme, inspired by an organisation's manpower policy regarding aspects like productivity, human relations and industrial relations in general and communication skills, induction programmes and basic training in particular (Chapter One).

2.5 Recognition of language courses by Government

Integrated tailor-made language courses in addition to language courses supplementary to other recognized training programmes, should be accepted by government (as it is by management in Area 39) as an essential and indispensable component of industrial training (Chapter One).

2.6 Government aid for language teaching programmes

When integrated tailor-made language courses are standardised and recognized as an essential and even a central component of industrial and personnel training in general, they should qualify for financial concessions by Government like other training courses (Chapters One and Three).

2.7 The role of technikons and universities

Bona fide organisations should be responsible for research and development of language courses.

These organisations should work in conjunction with the HSRC (which is responsible for, and engaged in, research into language needs on a national level), and other organisations responsible for literacy and other industrial language training. The National Institute for Personnel management should not be left out in these programmes. Since the primary functions of technikons and universities are research and teaching, they seem to be the most suitable institutions to develop industrial language courses (Chapters One and Three).

2.8 Modus operandi

2.8.1 Recognition of needs

An organisation or organisations with language communication problems should indicate their needs in this regard.

2.8.2 Needs analysis

A needs (and probably a faults or error) analysis should then be undertaken by specialists in the field of language teaching in co-operation with training staff of the organisation(s).

2.8.3 Evaluation of existing courses

It should then be established whether already available language courses can meet these needs or can be adjusted to meet them.

2.8.4 New courseware

If no suitable course(s) can be found or adjusted to meet the needs of the organisation(s), new courseware should be developed, in co-operation with training staff of the organisation(s).

2.8.5 Modules

Courseware developers should give serious attention to the use of general/basic structures and language materials applicable to a wide variety of communication needs and progressively to the use of modules for specific needs which could be added to or taken away from basic materials.

2.8.6 Options

The organisation should consider different possibilities (or a combination of possibilities) in view of effective implementation and assessment/evaluation:

(a) full-time or part-time language teachers;

(b) staff from technikons/universities included in courseware development;

(c) programmed courses, and

(d) computer-based or -assisted courses.

It should always be taken into account that the most effective training takes place if it is integrated with (and not isolated from) the normal work programme.

Qualified/experienced full-time or part-time language teachers should be trained by the courseware developers to implement the course.

2.8.7 In addition

Until more suitable materials can be developed or implemented (extensive development of such materials is obviously a long-term process), organisations can consider the possibilities of wider integration of existing language teaching courses/materials into more training programmes aiming at

improving attitudes, behaviour, human and industrial relations. It will, of course, also be necessary to decide on the suitability of such existing language materials by means of evaluation based on an analysis of the needs that such courseware should satisfy.

2.9 Future research

2.9.1 Language interpreters

This study has shown that some language interpreters are unreliable and can cause misunderstandings. However, language interpreters should be regarded as an alternative solution for language communication problems in industry albeit on the short to medium term.

There are various advantages attached to this position: training could be cheaper, even more effective, than in the case of a large group of the labour force; with a sound selecting procedure suitable and reliable persons could be found to act as interpreters; interpreters could be a new occupation opening up new positions of responsibility in the authority structure of an organisation; if trained both in language abilities and mediation skills, interpreters could be functional and efficient mediators between management and labour, thereby contributing to industrial peace on the shop floor; interpreters could act at various levels in the hierarchy of organisational structure with the implication that interpreters could rise to a position of status; interpretation would not only mean language translation, but also psycho-cultural translation of meaning, which should be of special interest to higher levels of management.

2.9.2 The role of labour unions

The role of labour unions has not been researched in this study. Although provision was made to tap opinions of workers, there is still a bias in favour of management opinion in the research design. The magnitude of language communication problems as experienced by workers has therefore only been determined preliminarily. The indication from this preliminary part of the study is that there are indeed differences of opinion between management and labour as far as language issues are concerned. This calls for a representative view on the part of labour. A study of this nature should consider involving organised labour in order to put language communication issues in relation to other labour issues (such as social and cultural factors, even political factors, following the theoretical exposition of Chapter One).

2.9.3 Tailor-made language courses

To provide tailor-made language courses for the greatest possible target group in Area 39, it is proposed that

(a) the entry level of language communication skills in English of a representative sample of black unskilled and semi-skilled workers be established;

(b) a needs analysis on the English language communication needs of these workers be done;

(c) a constraints analysis be done in view of the length of tailor-made courses as well as the selection of instructional strategies and supporting educational technology;

(d) suitable courses be developed, field-tested, adjusted and implemented.

(It is also proposed that the same strategy be followed simultaneously regarding the Xhosa language needs of the coloured and white foremen/supervisors.)

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Appendix

OPINION SURVEY
ON THE NEED AND VALIDITY OF LANGUAGE COURSES FOR INDUSTRY AT WORKER-FOREMAN LEVEL

PLEASE COMPLETE THE FOLLOWING QUESTIONNAIRE

Your answers will be regarded as confidential.

Please **do not state** the name of your Company/Firm/Factory

N.B. (1) Any question which is not applicable should be left blank.
(2) A box should contain one letter or figure only, e.g.

Please indicate the approximate percentage of workers who speak as **Home Language**

	%		
Afrikaans		2	0
English		1	0
Xhosa		7	0

N.B. The total should not exceed 100%

For office use

			1–3
		1	4

LANGUAGE COURSES FOR INDUSTRY AT WORKER-FOREMAN LEVEL

Please supply the following information about your branch of your organisation. More than one answer is possible. (Please put X in appropriate box/boxes.)

1 **Sector**

Manufacturing		5
Mining		6
Construction		7
Building Trade		8
Electricity		9
Wholesale		10
Retail		11
Motor Trade		12
Railways		13
Agriculture		14
Transport		15
Other (Please specify)		16

2 Please indicate the **approximate size of the labour force** at unskilled/semi-skilled worker and foreman/supervisor level, at your branch of your organisation

				RHJ 17–21

3 Please indicate the approximate **percentage of the unskilled/semi-skilled workers** at your branch of your organisation who speak as a HOME LANGUAGE

	%			RHJ
Afrikaans				22–24
English				25–27
Xhosa				28–30
Other (please specify)				31–33

(The total should not exceed 100%)

4 Please indicate the **approximate percentage of foreman/supervisors** at your branch of your organisation who speak as a HOME LANGUAGE

	%			RHJ
English				34–36
Afrikaans				37–39
Xhosa				28–30

N.B. The total should not exceed 100%

(The total of the three should not exceed 100%)

LANGUAGE COURSES FOR INDUSTRY AT WORKER-FOREMAN LEVEL

5 Which language is being used by the foreman/supervisor, or most of the foremen/supervisors **at your branch** of your organisation, when they communicate with unskilled/semi-skilled workers?

(Please tick appropriate box with x)

Afrikaans		43
English		44
Xhosa		45

6 Please indicate the seriousness of the language communication problems listed below.

In each of the six boxes (a) to (f), write down one of the two codes which reflects your opinion. If, for example "Not a serious problem" reflects your experience, write code "B" in the relevant box.

The codes: A: A very serious problem
B: Not a serious problem

(a) The black unskilled/semi-skilled worker is unable to understand/follow spoken English or Afrikaans		46
(b) The foreman/supervisor is unable to understand/follow the black unskilled/semi-skilled worker's spoken English or Afrikaans		47
(c) The foreman/supervisor is unable to understand/follow spoken Xhosa		48
(d) The foreman/supervisor is unable to give/formulate his instructions clearly in spoken Xhosa		49
(e) The black unskilled/semi-skilled worker is unwilling to indicate that he has not understood instructions given in English or Afrikaans		50
(f) The interpreter's version is not always reliable		51

7 Have you during the past 12 months had any incident(s)/accident(s) caused by language communication problems at your branch of your organisation?

Fill in Y (for Yes) or N (for No) | | 52

LANGUAGE COURSES FOR INDUSTRY AT WORKER-FOREMAN LEVEL

8 If the answer to Q.7 is "Yes" please indicate the approximate resultant loss(es) (to the nearest Rand)

RHJ

Use figures only, e.g. "100" for "Hundred Rand" | | | | | | | | 53.59

9 Did language communication problems inhibit *training* at your branch of your organisation during the past 12 months?

Fill in Y (for Yes) or N (for No) | | 60

10 If the answer to Q.9 is "Yes" please indicate approximate resultant loss(es) (to the nearest Rand)

RHJ

Use figures only, e.g. "100" for "Hundred Rand" | | | | | | | | 53.59

For Office use

			1.3
		2	4

11 Have language communication problems upset *labour relations* at your branch of your organisation during the past 12 months?

Fill in Y (for Yes) or N (for No) | | 5

12 If the answer to Q.11 is "Yes" please indicate approximate resultant loss(es), e.g. through work stoppages (to the nearest Rand)

RHJ

Use figures only, e.g. "100" for "Hundred Rand" | | | | | | | | 6.12

13 What was the approximate turnover of **your branch** of your organisation during the last financial year?

Please fill in the amount to the nearest Rand.

RHJ

Use figures only, e.g. "100" for "Hundred Rand" | | | | | | | | 13.19

14 Have you during the past 12 months implemented alanguage course or courses at your branch of your organisation?

Fill in Y (for Yes) or N (for No) | | 20

15 Where, in your opinion, is **the best place** for the learner to learn the target language?

(Please fill in A or B or C)

(A) At the work place/In the training room
(B) At home (selfstudy)
(C) Other (technikon, language lab)

21

16 When, do you think, is **the most suitable time** for language learning sessions at your branch of your organisation?

(Please fill in A or B or C)

(A) During working hours
(B) In the worker's own time
(C) During slack periods at work

22

17 Please indicate to what extent, in your opinion, a language course (designed for industrial communication needs) will facilitate **better communication** at your branch of your organisation

Write down the code which reflects your opinion

If, for example, "Significantly" reflects your opinion, write "B" in the allocated box

(A) A great deal
(B) Significantly
(C) To a fair extent
(D) Very little
(E) Not at all

23

18 Will, in your opinion, the appointment of a white and a black foreman/supervisor at the same point help to eliminate language communication problems at your branch of your organisation?

Fill in Y (for Yes)
or N (for No)

24

19 Will, in your opinion, the translation of notices into the workers' mother tongue(s) help to eliminate language communication problems at your branch of your organisation?

Fill in Y (for Yes)
or N (for No)

25

LANGUAGE COURSES FOR INDUSTRY AT WORKER-FOREMAN LEVEL

20 Will, in your opinion, the workers' ability to read and write either of the Official Languages contribute to the elimination of language communication problems?

Fill in Y (for Yes)
or N (for No) ☐ 26

21 Please indicate to what extent, in your opinion, language courses (designed for industrial communication needs) will facilitate **effective training** at your branch of your organisation. Write down the code in the allocated box (e.g. for "Significantly" fill in B)

(A) A great deal
(B) Significantly
(C) To a fair extent ☐ 27
(D) Very little
(E) Not at all

22 Please indicate to what extent, in your opinion, language courses (designed for industrial communication needs) will promote healthy relations at your branch of your organistion.

Write down the code in the allocated box (e.g. for "Significantly" fill in B)

(A) A great deal
(B) Significantly
(C) To a fair extent ☐ 28
(D) Very little
(E) Not at all

23 Should industrial language training form an essential and indispensable component of industrial training?

Fill in Y (for Yes)
or N (for No) ☐ 29

24 Do you have a language training policy for your organisation?

Fill in Y (for Yes)
or N (for No) ☐ 30

25 Do your foremen/supervisors benefit in a tangible way (e.g. financially) after completing a language course successfully?

Fill in Y (for Yes)
or N (for No) ☐ 31

26 Do your unskilled/semi-skilled workers benefit in a tangible way (e.g. financially) after completing a language course successfully?

Fill in Y (for Yes)
or N (for No) ☐ 25

Thank you very much for your cooperation.

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CONTENTS/INHOUD

Editorial – Dr. G.K. Schuring (HSRC) i

D.S. Gxilishe and D.H. van der Vyver: Language training in industry with special reference to the Cape Town metropolitan area (Area 39) iii

Foreword iii

Contents v

Introduction 1

Chapter

1 A survey of the literature on the effect of language training on labour relations and productivity in industry 3

2 Report on the opinions of personnel managers in Area 39 21

3 A report on survey interviews held with personnel management in Area 39 31

4 A report on survey interviews held with a limited number of black unskilled/semi-skilled workers in Area 39 39

5 Summary of the findings and recommendations in Chapter One – Four 49

List of Sources 55

Appendix 58

ISSN 0259–2312